MEGA GOAL 2

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وزارة التعليم
Ministry of Education
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Mc Graw Hill

MegaGoal 2 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice	*Had better* Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditionals
1	Connected by Technology **Pages 6–19**	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: *do*, *have*, *be* The comparative and superlative Needs to be done; have/get something done Past participles as adjectives
2	Crime Doesn't Pay **Pages 20–33**	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive Simple past tense: *be*, regular and irregular verbs *Used to* and *would* Past progressive tense
3	Far and Away **Pages 34–47**	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs Future with *be going* to and *will* Information questions Present progressive
	EXPANSION Units 1–3 **Pages 48–53**	**Language Review** **Reading:** Computer Viruses: A Headache for Humans **Language Plus:** Words ending with *load*	
4	TV Around the World **Pages 54–67**	Discuss types of TV programs Express and explain preferences Express certainty Talking about festivals	Direct and indirect objects *To* and *for* before indirect objects Articles Adjective clauses and relative pronouns Relative pronouns as subjects and objects
5	Working 9 to 5 **Pages 68–81**	Talk about jobs Ask for favors, make requests and ask for information Express obligation, necessity and lack of necessity	Subjunctive *I'd like you* + infinitive / *I want you* + infinitive Tag questions
6	Going Green **Pages 82–95**	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions Express preferences with *I'd rather*	Gerunds after verbs Infinitives after verbs Simple present tense versus present progressive Conditional sentences with present and future forms
	EXPANSION Units 4–6 **Pages 96–101**	**Language Review** **Reading:** The Psychology of Color **Language Plus:** Idioms with Colors	

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Listening	Pronunciation	Reading	Writing
Listening for fact, speaker attitude, relationship			
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write an essay comparing ways of socializing and state your preference Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a story for a newspaper or web article Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write a letter about places to visit in Saudi Arabia Research and make a poster promoting ecotourism in your country (Project)
Tools for Writing: Capitalization **Writing:** Write about a problem or difficult situation you have experienced			
Listen for specific information about a game show	Reduction of *going to* and *want to*	A Brief Overview of the History of Television	Write a book review Write, direct, and film your own TV episode (Project)
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with *-tion*, *-cian*, and *-sion*	You Do *What* For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write a letter to a newspaper Design and make posters promoting "Going Green" in your school
Tools for Writing: Common Errors with Prepositions **Writing:** Write about cultural meanings of color, symbols, customs, or gestures			

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Scope and Sequence

	Unit Title	Functions	Grammar
	Reconnect **Pages 102–105**	Express personal view/objective comment, enthusiasm/regret/wishes/strong agreement Talk about advantages/disadvantages, possibility/necessity/consequence/result, relate past to present, size/characteristics, make deductions about past/present, report statements/questions/thoughts, focus on action	Recycle familiar verb forms, simple present/narrative, connectors and modifiers, passive forms, *would –hypothesis*, progressive forms, *have something done*, modals
7	There's No Place Like Home **Pages 106–119**	Talk about your home Describe things you are looking for Words connected with directions for places Expressing requests, offers, promises, warnings; making decisions	Adjective order *Too* and *enough* Discuss quotes and feelings about home
8	The Sporting Life **Pages 120–133**	Talk about the Olympics Talk about sports and athletes Encourage and express confidence in someone Explain steps in a process or game	Gerunds as subjects Superlative + present perfect Present Perfect Progressive versus present perfect simple Time expressions: *How long ...?* Adverbs of manner Comparative forms and structures with adjectives and adverbs
9	Laugh Out Loud **Pages 134–147**	Talk about humor Explain consequences with comparatives Tell and respond to jokes Expressing wishes, regret and criticism	Past and present participial adjectives *Get* + adjective; *Get* + past participle *The...the...* comparatives *Such...that/ so...that* *Can't, could, couldn't, must, may,* or *might*
	EXPANSION Units 7–9 **Pages 148–153**	**Language Review** **Reading:** Can You Believe They Believed It? **Language Plus:** Idioms about sports	
10	You Are What You Eat **Pages 154–167**	Talk about food myths Discuss eating habits Offer, accept, and decline food and drink	Phrasal verbs Separable and nonseparable phrasal verbs Three-word phrasal verbs Count/noncount nouns Expressions of quantity: *some/any, few, little, a lot of, much/many, enough* *Would like* Words connected with recipes Sequence words: *First, then, after that, finally*
11	Amazing Animals **Pages 168–181**	Talk about animals and their behavior Ask for advice Give advice	Passive modals The passive with reporting verbs Adjectives *All/both/neither/none; Both...and.../neither... nor.../either...or...*
12	What Would You Do? **Pages 182–195**	Talk about ethics and morals Discuss ethical dilemmas Give opinions	Present hypothetical conditionals versus past hypothetical conditionals Implied conditionals *As if/As though* for unreal situations Future progressive and future perfect Time expressions for the future: by the year, this time tomorrow *Used to* versus *be used to* *Was/were going to*
	EXPANSION Units 10–12 **Pages 196–201**	**Language Review** **Reading:** Mind Over Matter **Language Plus:** Idioms with *mind*	

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Listening	Pronunciation	Reading	Writing
Listen for specific information Listen and identify language/ questions in discourse/interview	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns and effects, e.g. enthusiasm, regret		
Listen for specific details about renting an apartment	Stress on two-syllable nouns and verbs	Vision 2030 Kingdom of Saudi Arabia	Write a description of a home Research and write about different types of houses in the world; prepare a poster or PowerPoint presentation (Project)
Listen to profiles of Olympic athletes for specific details	Voiced and voiceless *th*	A Country Born on Skis	Write an email giving complex instructions on a sport or other recreational activity Research and write about the most popular Olympic sporting events; prepare a poster (Project)
Listen for specific information about animals' ability to laugh	The *b* and *v* sounds	Laughter Really Is the Best Medicine	Write short messages Write a scene from a TV sitcom Research and write about a funny scene from a sitcom or film; prepare a Power-Point presentation (Project)
	Tools for Writing: Avoiding wordy sentences **Writing:** Write about a hoax		
Listen for sequence in the process of making a chocolate bar	Stress on two-word and three-word phrasal verbs	Accidental Food Discoveries	Write a description of a memorable event Research and write about snacks and desserts in the Arab world; prepare a PowerPoint or poster presentation (Project)
Listen for specific information about horse training	The *y* and *j* sounds	Animal Heroes	Write about a type of animal Research and write about animals in the Arab world; prepare a poster presentation (Project)
Listen for specific details about mountain rescues	Stress on content words and function words	Peeking into Our Medical Future	Write a personal narrative about an important decision that has impacted your life Research ground-breaking treatment and procedures in Saudi Arabia; prepare a PowerPoint presentation (Project)
	Tools for Writing: The definite article and generalizations **Writing:** Write about a new technology		

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Connect

1 Listen and Discuss

Read the texts below and match each one with the correct heading. Write in the blank.

Technology	Unusual Buildings	Ecotourism
TV Around the World	Working Days	Going Green

____

The paper vs. eBook debate, which has been going on for several years, does not seem to serve any real purpose. Digital has become an integral part of life; so much so, that we fail to notice it. Hard copies, on the other hand, are still available, but for how long?

____

The Makkah Clock Royal Tower is among the top tallest buildings in the world. The clock face is large enough to be seen from 25 kilometers away. Have you seen it?

____

Ecotourism allows travelers to observe and experience life and culture in a natural and often undisturbed location that lends itself to activities like hiking, climbing, rafting etc. This type of tourism often provides funds for conservation and contributes to the development of the local economy. Would you be interested in this type of travel?

____

Cable television is gradually being replaced by the Internet. Recent research indicates that a substantial number of cable subscribers in their late twenties to mid-thirties are planning to discontinue their cable TV subscriptions. On-demand viewing appeals a lot more to people who want to watch a show of their choice at a time that suits them best. What is your view?

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It is not unusual for working people to complain about having to follow the same routine day in and day out. Come retirement time, however, a great number of them feel lost and suffer physically and psychologically through the absence of the same routine. Why do you think this happens?

Climate change has been a critical issue in recent years due to its destructive consequences caused by natural disasters, such as storms, hurricanes, flooding and landslides. Deciding to "go green" has presented a dilemma for countries which have to choose between immediate economic growth and greener policies. This has delayed timely action and prevented the implementation of "green" measures that can contribute to the reduction of carbon emissions. What is your view?

2 Pair Work

Answer the question at the end of each text and discuss. Express your opinion and agree or disagree. Use phrases from the box.

Expressing Opinion/ Feeling/ Preference - Agreeing/ Disagreeing
What do you think of ...? I think it's interesting / an amazing achievement.
What's your view on ...? I'm not sure. I can see why ... but I can't see eye to eye with ...
Don't you think it's an interesting / original ...? No, not really.
We're on the same page here.
I see your point but ... / I have no doubt that your view is valid, but I personally feel that...
I admire people who ... but I can't see myself doing it.
Which would you choose? I prefer... / I think I'd opt for ... / go for (conventional travel).

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3 Conversation

Listen and practice reading the conversation in pairs. Then act it out.

Librarian: Can I help you?
Hashim: Could you please tell me where I can find biology books and research documents?
Librarian: What exactly are you looking for?
Hashim: It's about a science project and I need to gather information, in order to create a timeline for biological research over the last 60 years or so.
Librarian: I see. That must be interesting. It can't be easy to collect all the information and choose the key items you need but I'm sure you'll manage. Go to aisle 5 and look up the biology section. I'm sure you'll find what you need.
Hashim: I hope so. Thanks for your help.
Librarian: One more thing! The research documents are in the reference section. You have to sign and get a key. You can look up what you need and read documents in the reference section, but you mustn't take anything out.
Hashim: Can I photocopy any pages?
Librarian: You'll have to check with me first. You are not allowed to photocopy old manuscripts.
Hashim: I understand. Thanks again.

(an hour later)

Ali: I've noticed you have to use a whole pile of books. Are you doing research?
Hashim: Yes, I'm trying to. But I'm not sure I can do it within the deadline. I'll need to spend days in the library, reading and making notes.
Ali: Don't you worry! Of course you'll make it. It seems impossible at first but you get used to it. Would searching online or using eBooks help?
Hashim: That would be awesome but all the computers are taken.
Ali: No, not really. How about using this one? I'm just about to leave.
Hashim: Are you sure?
Ali: Absolutely. I'll let the librarian know on my way out. You'd better move over right away before someone else takes it. Here, I'll help you move your things.
Hashim: Thanks a lot. I owe you big time!
Ali: Not, at all. I'm sure you'd do the same!

Your Turn

Role-play a conversation like the one above with a partner. Use phrases from the box below.

Asking for and Giving Information / Instructions

Could you please tell me where I can … / where the … is? Go to (aisle 5) and … / walk down (aisle 3) and turn right …

What exactly are you looking for?
Information / data … / It's a project that I need …

Asking permission

Can I photocopy …? / Am I allowed to …? / Is it all right if I …?

Obligation / Ability / Prohibition

You have to/need to sign …

You mustn't take anything out/touch anything …

You are not allowed to…

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4 Listening

Listen to the conversation and answer the questions.

1. What is the relationship between the speakers? Are they friends, brothers, other?
2. How do you know?
3. Listen and practice the conversation in pairs.

Omar: You'd better have your eyes checked if you don't want to get into serious trouble.
Imad: Yes, I know they feel all dry and puffy.
Omar: Have you been sleeping well?
Imad: As well as possible! I've been staying up trying to finish my project, and spending a lot of time in front of the computer.
Omar: Do you take breaks? You need to take a break every hour.
Imad: I'd never get to the end of it that way.
Omar: Well, you won't have the eyesight you need to get to the end of it if you don't have breaks! Another reason for taking breaks is to prevent damage to your back from endless hours of sitting at your desk.
Imad: But I'm young. Older people tend to have back problems.
Omar: You're wrong there. People can cause themselves damage at any age. What has saved you so far is the fact that you work out and do sports.
Imad: Yes, my parents have said the same thing!

5 About You

1. How many hours a day do you spend studying during exams?
2. How do you feel at the end of an examination period?
3. Which of the statements below do you agree with? Give reasons.
   A. You'll do a better job if you stay up and work through the night.
   B. You'll do a better job if you get some sleep and work in the morning.
4. What would you advise your friend to do/not to do when preparing for exams?
5. Role-play a conversation like the one above with a partner. Use phrases from the box.

Warning / Advice

You'd better ... if you don't want to get into serious trouble.

You'll do a better job/ have a better ... if you ...

You won't ... if you don't / You need to ... or else ...

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1 Connected by Technology

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1 Listen and Discuss

Read the Internet profiles of the three young people.
Find two important details about each.

Name: Faisal Alharbi
Gender: Male
Age: 19
Home: Jeddah, Saudi Arabia

Send a Message
Add as Friend
Forward to Friend
Send a Smile

I believe in living life to the fullest. My friends call me "adventure boy" because I'm very spontaneous and I love to do new things. There's almost nothing I won't try once. For example, I've gone bungee jumping and parachuting! I've eaten shark fin soup and chocolate covered crickets! I like to set challenges for myself, and I've found that I can do anything I set my mind to. I'm also a very straightforward person. I say what I mean and I mean what I say. If you ask my advice, you're going to get it!

Name: Luke Mitchell
Gender: Male
Age: 17
Home: London, England

Send a Message
Add as Friend
Forward to Friend
Send a Smile

OK. So the first thing you should know about me is that I'm obsessed with technology and media. I have to be "plugged in" all the time. I spend hours each day on the Web and playing computer games. I'm a lot like my dad. He's a software engineer and he loves technology and spending time on the computer, too. It drives my mom crazy.

But just because I love technology doesn't mean I'm a loner. I'm always hanging out with my friends. Sometimes I spend hours talking with friends online. I'm a pretty funny guy and I like cracking people up. My approach to life is laid back. I like helping others lighten up and not take life so seriously.

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Send a Message
Add as Friend
Forward to Friend
Send a Smile

Name: Ahmed Al Ali
Gender: Male
Age: 22
Home: Dammam, Saudi Arabia

If I had to describe myself with one phrase it would be "down to earth." I also love being outdoors. Being in nature makes me feel peaceful and happy. I especially love the quiet of morning. One of my favorite things to do is wake up really early and go for a long hike.

I'm not always quiet, though. I have a few very close friends, and we spend hours talking and laughing. My family and friends mean everything to me, and they know that they can depend on me for anything. I'm a good listener. I'm not the type of person who tells people what they should do when they have a problem. Instead, I give lots of support and encouragement.

Quick Check

A. Vocabulary. Who do you think would most likely do the following actions—Faisal, Luke, or Ahmed?

1. Chat with friends over the computer.
2. Go camping with friends.
3. Go bungee jumping.
4. Help a friend with a problem.
5. Share his honest opinion about a friend's problem.
6. Make a friend laugh about his problem.
7. Spend evenings watching TV with his friends.

B. Comprehension. Discuss the meaning of these expressions with a partner. Decide which person each proverb describes best—Faisal, Luke, or Ahmed.

1. Better late than never.
2. Nothing ventured, nothing gained.
3. Silence is golden.
4. The apple doesn't fall far from the tree.
5. Laughter is the best medicine.
6. Honesty is the best policy.

2 Pair Work

1. Which person is most like you? Why? Which person is most unlike you? Why?
2. Write your own profile. Exchange and discuss your profile with your partner.

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3 Grammar

Auxiliary Verbs

Auxiliary verbs work together with main verbs. The most common auxiliary verbs are *do*, *have*, and *be*.

Use *do* with negative statements and questions and with affirmative and negative short answers.

She **doesn't** like social networking websites.	
Do you send lots of text messages?	Yes, I **do**. / No, I **don't**.
Did Thomas answer your email?	Yes, he **did**. / No, he **didn't**.

Use *have* with present perfect and past perfect affirmative and negative statements, questions, and short answers.

She **has** (not) created her own website.	
Has she posted any photos yet?	Yes, she **has**. / No, she **hasn't**.
Have you charged your cell phone?	Yes, I **have**. / No, I **haven't**.
I **had** gotten his email an hour before he called me.	

Use *be* with progressive affirmative and negative statements, questions, and short answers.

She **is** (not) answering her cell phone.	
Is your cell phone working?	Yes, it **is**. / No, it **isn't**.
He **was** using his brother's cell phone yesterday.	
Were you surfing the Internet last night?	Yes, I **was**. / No, I **wasn't**.

Also use *be* with passive affirmative and negative statements, questions, and short answers.

The Internet **is** (not) used by millions of people.	
Were you given a password?	Yes, I **was**. / No, I **wasn't**.

A. Circle the auxiliary verb in each sentence.

1. We are downloading an antivirus right now.
2. I do not check my email when I'm on vacation.
3. Online newspapers have become more popular than print newspapers.
4. Did you send her a message?
5. The Internet is used by millions of people each day.
6. My grandmother had never used the Internet before last week.
7. We have been online for a long time.

B. Write ***yes/no*** questions.

I'm shutting the computer down now. *Are you shutting the computer down now?*

1. He found lots of good resources for his essay online.
2. She usually turns her cell phone off before class.
3. She's had that bicycle for a long time.
4. He's not answering his phone.
5. She has posted photos on her website.
6. We've downloaded the program we were looking for.

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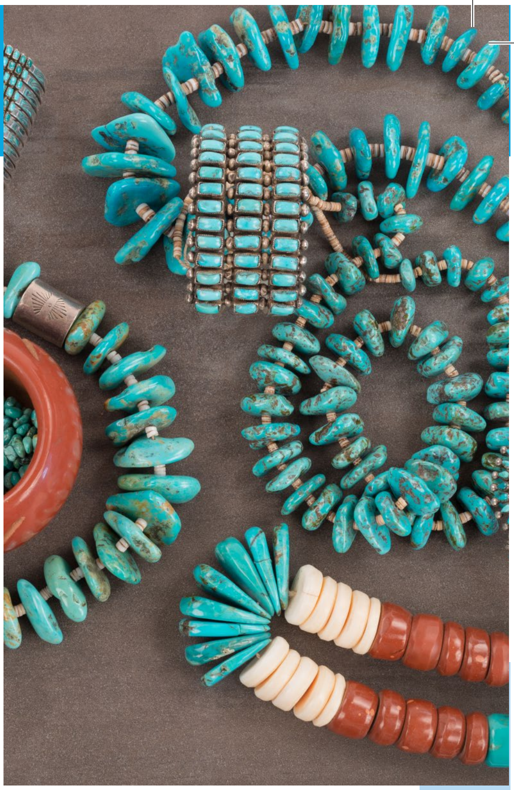

C. Complete the sentences with the correct forms of ***do***, ***have***, and ***be***.

Leila: (**1**) ______ you still make your own jewelry?

Ana: Yes, I do. In fact, I (**2**) ______ turned my hobby into a business.

Leila: Really? (**3**) ______ you selling your jewelry now?

Ana: Yes, I (**4**) ______. I (**5**) ______ sold more than 50 pieces of jewelry online this year. My jewelry (**6**) ______ bought by people all over the world. Right now, I (**7**) ______ making a bracelet for a woman in Shanghai!

Leila: (**8**) ______ you make that necklace you're wearing?

Ana: Yes, I (**9**) ______.

Leila: It's lovely. (**10**) ______ you have time to make one for me?

Ana: Of course.

Leila: How much (**11**) ______ a necklace like that cost?

Ana: I (**12**) ______ not accept money from friends! I'll make you a necklace, but (**13**) ______ not even think about paying me for it!

D. Look at the picture. Make up a story about it. Use sentences with auxiliary verbs. Answer questions like these:

- Who are these people?
- How long have they known each other?
- How long have they been here?
- What are they doing?

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4 Conversation

Grandma: What are you doing, Cara?

Cara: I'm texting Maria. I haven't seen her all week, so I'm just saying "hi."

Grandma: What's that beep?

Cara: It's Maria. She just sent a text message back to me.

Grandma: I don't understand. How on earth do you type what you want to say so quickly?

Cara: You don't actually type the words out. You use abbreviations and acronyms. Hold on. I'll show you. Right now I'm asking if she wants to come over and hang out.

Grandma: That's a lot to type.

Cara: Right. So instead I type "DYWT come ovr." Does that make sense?

Grandma: DYWT? What does that mean?

Cara: DYWT means "Do you want to." It's the first letter of each word.

Grandma: Oh. OK. Now what?

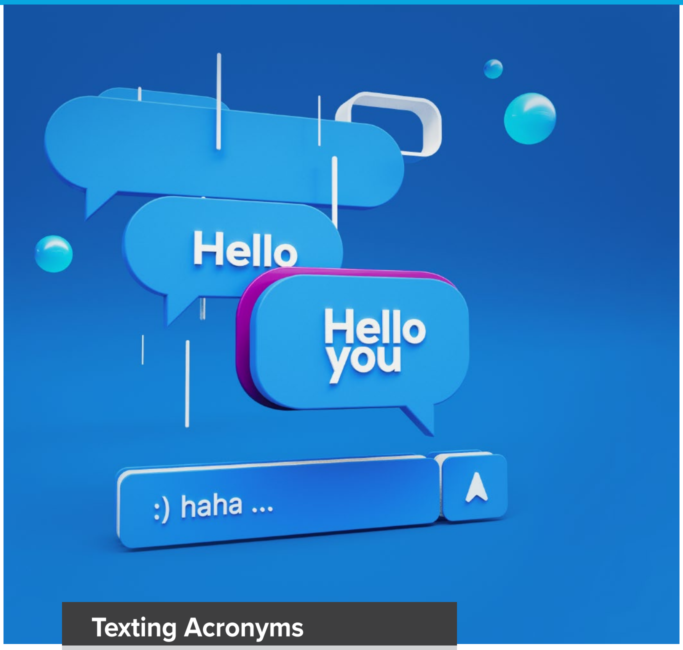
Cara: She'll respond in a second. *(beep)* There.

Grandma: What did she say?

Cara: (*spelling it out*) Gr8. B ovr n 10 mins.

Grandma: I think I get it. She's saying, "Great. Be over in ten minutes."

Cara: Now you've got the hang of it, Grandma!



Texting Acronyms

WU?	What's up?
LOL	laughing out loud
B4N	bye for now

Real Talk

How on earth? = How is it possible
Hold on. = Wait a moment.
hang out = spend time together informally
get it = understand
got the hang of it = started to understand something

About the Conversation

In pairs, ask and answer the questions. Then switch roles.

1. What doesn't the grandmother understand?
2. What acronym does the grandmother learn? What texting acronyms do you use?
3. Tell your partner about a time you explained something or learned something new from someone.

Your Turn

Role-play with a partner. Explain to your partner how to do something. Use phrases to ask for clarification and confirm from the box.

Asking For Clarification and Confirming

I don't understand.	How do you...?
Can you explain it?	What does that mean?
Does that make sense?	I get it.

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5 Listening

Listen to a father talk to his son about using his cell phone. Write the numbers.

1. How many cell phone minutes does Michael think he has used this month?
2. How many minutes has he actually used?
3. How much does it cost for 900 minutes?
4. How much does each additional minute over the plan cost?
5. How much does Michael's bill add up to this month?
6. How much of the bill does Michael's father suggest he pay?

6 Pronunciation

When counting "teen" numbers, such as thirteen and fourteen, stress the first syllable. In most other cases, we tend to stress the last syllable in "teen" numbers. When using these words to talk about quantity, time, or money, stress the second syllable.

In "ten" numbers, such as twenty and thirty, always stress the first syllable.

Listen and repeat the sentences. Circle the correctly stressed numbers.

1. SEVENteen	sevenTEEN
2. FORty	forTY
3. FIFteen	fifTEEN
4. THIRteen	thirTEEN
5. THIRty	thirTY

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. Put each word into a category in the chart.

asthma	extraordinary	paramedics	unique
cyber	networking	posted	virtual

Related to Computers	Synonym for "Special"	Related to Health

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Has the Internet ever helped you meet or reconnect with a friend? Explain.

AMAZING INTERNET CONNECTIONS

We all use the Internet to connect with people. Using email, social networking sites, and instant messaging are ordinary ways that people connect. But at times, the Internet has been used to connect ordinary people in extraordinary ways.

SAVING A LIFE

12-year-old Sean Redden from Denton, Texas, was in on the Internet, playing a cyber fantasy world game. Suddenly someone came online, asking for help. The person said she was a Finnish business student who was locked in her college's computer lab. She said she was having an asthma attack and couldn't breathe.

Redden wasn't sure if this was part of the game as sometimes a few people lie on the Net. However, as he later told the *Dallas Morning News*, he decided it was, "too real to be a joke." So Redden called the police. With the additional help of international phone operators, Finnish paramedics found 20-year-old Tara Laintinen and gave her the medical attention she needed. Without the Internet and the efforts of a 12-year-old boy half a world away, she might not have survived.

FINDING YOUR DOUBLE

It was just an ordinary night on a crowded subway car for Patrick Swales, a 21-year old web designer in New York City. The car had just stopped at a station and the doors opened. Suddenly, he saw himself waiting at the platform. But the clothes were not really his style. What was he doing waiting there? He should be in the car. But he was in the car! By the time he realized that he had just run into his double, the doors had shut and they were moving. At that instant, their eyes met. Disbelief, amusement, wonder were all conveyed in that one look! They both raised a hand in an attempt to catch each other but it was too late.

Shaken by the encounter and determined to find his double, Patrick came up with a unique idea. He created a website called subwaymydouble.com. He posted his own photo and a description of the man he had seen in the subway, in the hope that someone would see it and make contact. He got the call two days later.

Now Patrick and his double are best friends. His name is Manuel and he is in New York studying web design! Patrick and Manuel have decided to take themselves out of the public eye, so they have stopped updating the site. Patrick posted this message on the website: "In our best interest, there will be no more updates to this website. Unlike popular TV series, you will have to continue the story yourselves. Best wishes to all and may you find your double someday."

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REUNITED... 60 YEARS LATER

Asma, a 75-year-old grandmother of eight, enjoyed telling her grandchildren stories about her youth. These stories usually featured Sabah, Asma's best childhood friend. Asma and Sabah had been as close as sisters. Then, when the girls were 15, Sabah's family moved away and the girls lost contact. But Asma never forgot her childhood friend.

One day, Asma was telling her 13-year-old grandchild, Ali, a story about Sabah, when Ali asked, "Why don't you try to find her?" Ali got out his laptop and showed Asma how to surf the Web. A mere 30 minutes later, they had found Sabah! Asma's hands trembled as she dialed her old friend's phone number. When Sabah answered and Asma identified herself, Sabah burst into tears. By coincidence, Sabah was now living nearby.

Sixty years later, the women are inseparable once again. "My life has improved dramatically since Asma found me," says Sabah. "I never feel lonely anymore."

Adds Asma, "It's as if we had never been apart. Sixty years have made no difference to our friendship!"

These are just a few of the incredible ways people have been brought together by the Internet. Every day there are more. Who knows what amazing Internet stories are unfolding at this very moment.

After Reading

1. In your own words, explain how Sean Redden saved Tara Laintinen.
2. What do you think of the way Patrick Swales found his double? Would you ever do something like this? Why? Why not?
3. Think about the story of Asma and Sabah. Is there someone you would like to be reunited with? Who and why?
4. What do all of the stories have in common?

9 Speaking

Work in pairs or groups. Think about the advantages and disadvantages of the Internet and make notes in the organizer. Discuss your ideas in class.

	Advantages	Disadvantages
1		
2		
3		
4		

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10 Writing

A. Look at the photos and define face-to-face and online learning.

1. Do you know anyone who is studying online? Would you prefer to learn online? Why? Why not?
2. Do you prefer to communicate with your teacher and classmates face-to-face? Why? Why not?
3. What are the differences?
4. Read the text and answer the questions:
   - What is the trend for university courses?
   - What kinds of students opt for online courses?
   - Why do some students enroll in face-to-face courses?
   - Which type of course is more successful?
5. Read the text again and find out which paragraph:
   - presents information about face-to-face courses
   - sets the scene and introduces the topic
   - presents information about online courses
   - rounds up issues

Learning Face-to-Face and Online

There have been significant changes in education due to technology. The Internet has played a determining role in transforming the face of education as we used to know it. More and more universities and colleges offer face-to-face and Online course modes or blended versions that combine classroom face-to-face and email, social networking, or synchronous e-learning.

Research has shown that students choose different options, depending on individual preferences, learning styles, and practical considerations. For example, working adult students prefer online courses as they offer the flexibility that they need to combine learning with work. In other words, individuals, whose time and/or mobility are restricted, are happier with online courses.

On the other hand, a large number of students enroll in face-to-face courses as they feel that face-to-face instruction and communication with peers will help them understand concepts better and learn more effectively. They are not opposed to using email or social networks to communicate with peers but not with their instructor. On the contrary, online students find it easier to communicate with instructors by email as it frees them of inhibitions they might have about asking questions or raising issues face-to-face.

Both groups defend their respective choice wholeheartedly. This is further demonstrated by success rates and learning outcomes. So, given a positive attitude to technology and the necessary skills, students will benefit from online courses as much as their counterparts in face-to-face contexts. What remains to be seen is if such courses will also benefit interpersonal skills and help people perform as members of a team.

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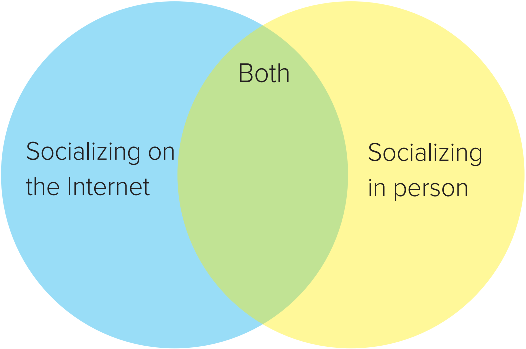
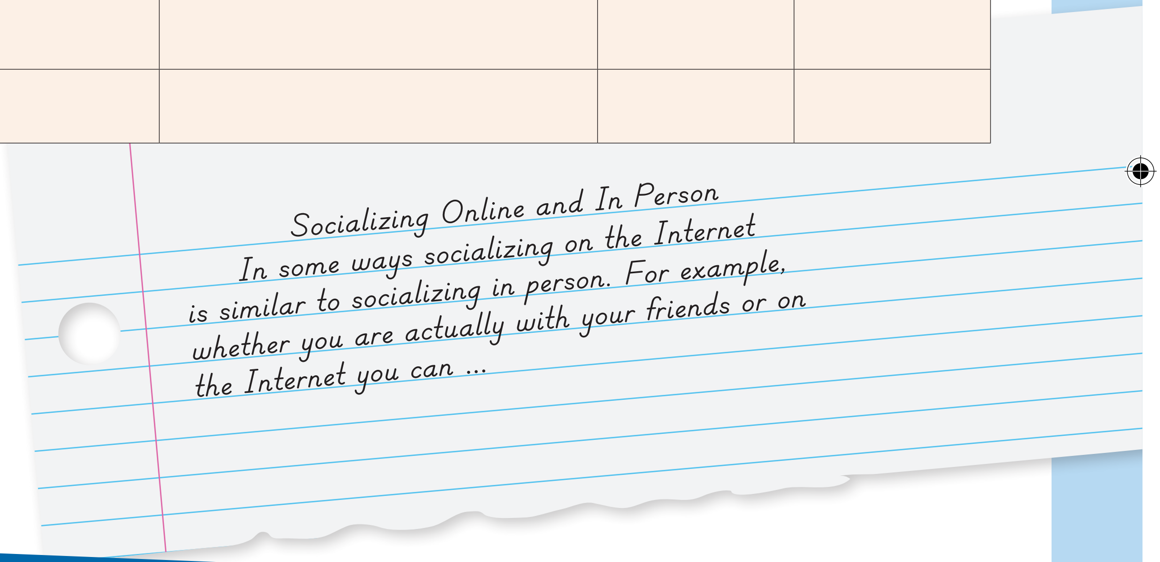
B. Study the charts below. What is the topic for discussion shown in both?



1. Write an essay comparing and contrasting the two ways of socializing and say which you prefer and why.
2. Think about the features of socializing with friends in person or face-to-face and socializing on the Internet. Make notes in the chart below. Are there things that you can do in both cases?
3. Use your notes to write the essay.
4. Exchange and read each other's draft essays. Suggest improvements.
5. Revise, improve, and re-write your essay.

Socializing in person/ features	Socializing online/features	Same	Different



Writing Corner

In an essay, you often have to discuss the similarities or differences between two different situations, opinions or ideas:

- use phrases to say what is similar; Likewise ..., In the same way ..., Similarly ..., as well as, ...both ...
- use phrases to say what is different; In contrast, ..., However, ..., On the other hand, ...,
- provide examples to illustrate what you mean with phrases like:
  For example, as in ..., such as ..., in other words...

Underline examples of phrases used in the text on page 14 for comparison and contrast and explain why they are used.

Paragraph 4, line 1: Both groups defend... is used to compare.

- use phrases to state your preference and give reasons why: Personally, I prefer ..., I'd rather ...than ..., because ..., The reason for this is ...

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11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

Use adjective + *-er* or *more / less* + adjective to make the comparative.

Email is a **fast** way to communicate.
Print newspapers are **popular**.
Smartphones are **expensive**.

Instant messaging is **faster** than email.
Online newspapers have become **more popular** than print newspapers.
Cell phones are **less expensive**.

Note: The comparative is often used with *than*.

The Superlative

Use *the* + adjective + *-est* or *the most / least* + adjective to make the superlative.

Face-to-face courses are **the fastest** way to learn.
F2F courses are expensive. Blended learning is **less expensive**.

Our online courses are **the most popular**.
Our short online course is **the least expensive** way to study.

Some adjectives have irregular comparative and superlative forms.

good–better–the best **bad–worse–the worst**

A. Complete the sentences with the comparative or superlative forms of the adjectives in parentheses. Use *the* before superlatives.

1. The clock tower of the Abraj Al-Bait Towers in Makkah is one of ____________ (tall) buildings in the world.
2. Social networking is _____________ (good) way to stay connected with friends.
3. The Taj Mahal in India is one of _____________ (beautiful) buildings in the world.
4. _____________ (popular) online video game on the market is 'Big Ideas 2'.

B. Look at the statements and choose the best option. Work with a partner. Give your opinion with some reasons. Use comparatives and superlatives.

In my opinion, laptops are a waste of money.
Tablets are cheaper and less heavy...

1. *Laptops / tablets* are a waste of money.
2. The best way to make new friends is *by using social media / joining a school club.*
3. *Car / Plane* travel is more dangerous than *car / plane* travel.
4. Nowadays, people prefer to *shop online / shop at the mall.*
5. The best way for young children to learn is by *using technology such as computers, laptops and tablets / reading books.*
6. It is better to *take a train or a bus / drive* to college.
7. On weekends, I prefer to see *family / friends*.

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Need to Be (Done)

The TV **needs to be fixed**. (= Someone needs to fix the TV.)
The car seats **need to be cleaned**. (= Someone needs to clean the car seats.)

Have/Get Something (Done)

Use *have* or *get*, with the past participle, when someone else performs the service for you.

The rooms need to be decorated.	We're **having/getting** the rooms **decorated**.
The air conditioner needs to be repaired.	We're going to **have/get** the air conditioner **repaired**.
The house needed to be painted.	We **had/got** the house **painted**.

Past Participles as Adjectives

break–**broken**	The cell phone was **broken**. I threw away the **broken** cell phone.
crack–**cracked**	The tablet's screen was **cracked**. I got the **cracked** screen replaced.
damage–**damaged**	The laptop was **damaged**. The computer technician fixed the **damaged** laptop.

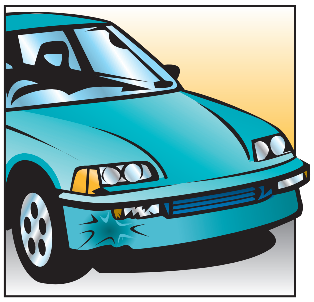
C. Complete the conversation. Use the correct form of the verbs in parentheses. Then practice the conversation with a partner.

Khaled: I _____________ (1. have) this car for six months, and it gives me all kinds of problems.

Joe: What is it this time?

Khaled: It _____________ (2. not start) in the mornings.

Joe: Maybe it's because of the cold, or the battery _____________ (3. might/be) low. It probably needs _____________ (4. recharge).



Khaled: It isn't that. I just _____________ (5. have/put in) a new battery _____________, and it still won't start. I think the starter needs _____________ (6. repair).

Joe: Is there anything else wrong with the car?

Khaled: Yes, the exhaust pipe _____________ (7. fall) off, and the radiator is leaking. They both need _____________ (8. fix).

Joe: Is your car under warranty?

Khaled: Yes, it is.

Joe: Then you shouldn't worry. We'll _____________ everything _____________ (9. have/fix) for you.

Khaled: That's what you _____________ (10. say) the last time.

D. Talk about what you *get (have) done* regularly or *need to get (have) done*, or *will get (have) done* soon. Use the ideas in the box.

create a website • fix my printer service my smartphone • print my digital photos replace the screen on my tablet

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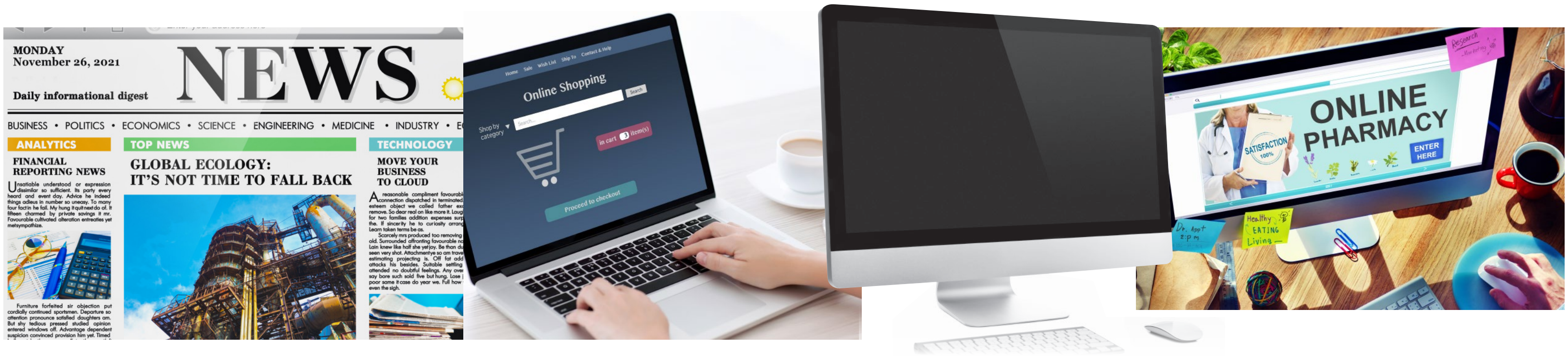
12 Project

Prepare a presentation for your class on **Things to Do on the Internet**.



1. Work in groups. Discuss things that you do on the Internet. Use the list below to help you and add your own ideas.

Interactive games		Blogs		Add your own ideas:
Competitions		Videos		
Problem solving		News		
Role-play games		Information		
E-shopping		Education		
Social networks		Download programs		

2. How do you use the following? What are some of the advantages and disadvantages? Add your own ideas to the list.

	Use	Advantages	Disadvantages
Social networks			
Blogs			
Threads/discussions			
Electronic articles			
Videos			
Information			
Websites			

3. How do you feel about the Internet as a medium? How reliable is it? Would you recommend it as a reliable and valid source of information? Why? Why not?
4. How does the Internet contribute to learning? Is it effective?
5. Use your notes to prepare a PowerPoint presentation or a poster. Work in groups or pairs.
6. Present in class.

When you prepare a PowerPoint presentation, remember to:

- focus on your audience: think about what they would like to hear or find out about
- focus on your content: be selective, use visuals and/or examples
- focus on your slides: plan what you are going to include on each slide (up to 5 points)

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13 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:
______________________	______________________
______________________	______________________

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
______________________	______________________
______________________	______________________

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
ask for clarification and confirm			
discuss using technology for communication			
talk about personality characteristics			
use the auxiliary verbs *do, have,* and *be*			
use the comparative and superlative			
talk about what needs to be done			
use *have/get* something done			
use past participles as adjectives			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help

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2 Crime Doesn't Pay

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1 Listen and Discuss

1. Discuss one or two famous crimes. Who was involved? What happened? Where and when did it happen?
2. Read the newspaper headlines. Then read the newspaper articles about foolish crimes. Which headline matches which article?
3. Discuss the articles. Which criminal do you think is the most foolish? Why?

a British Burglar Says "Sorry" With Flowers

b Killer Sentenced to Die for Second Time

c Credit Card Thief Signs Own Name

d The Impatient Inmate

e Paper Boy Steals Truck to Speed Up Deliveries

f Criminals with Big Plans, Small Car

1

GRAYSON, California, USA — An inmate who was just a day away from being released from jail fled the county prison on Thursday, according to the Grayson sheriff's department. When Bob Newton, 32, saw a gate that had been opened for a truck, he couldn't resist the opportunity to escape. Deputy Royjindar Singh saw Newton run through the gate and disappear into a cornfield. Newton is being pursued by a K-9 unit, a helicopter, police deputies, and the California Highway Patrol. Newton had been serving a five-day sentence for a misdemeanor reckless driving charge. When caught, Newton could now face up to a year in state prison.

2

KUALA LUMPUR, Malaysia — Malaysian police reported on Tuesday that two armed robbers stole a car, then hijacked a security van with $1.3 million inside. However, the robbers encountered a problem when they tried to transfer the money to their getaway car. The car the robbers had stolen was a compact car. It was so small that it could not carry all of the cash, and the robbers were forced to abandon more than half of it!

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3

ROSARIO, Argentina — Argentine police didn't have much of a challenge finding a man accused of using a stolen credit card. The man used the credit card, then signed his own name on the receipts! The credit card was reported stolen from an unlocked apartment last month. According to the police, Alfredo Ramirez, 21, had used the credit card to buy a cappuccino at a coffee house and to buy milk and cereal at a grocery store. The next time he tried to use the stolen card, it was declined and seized. Ramirez has been charged with three counts of unauthorized use of a credit card.

Quick Check ☑

A. Vocabulary. Match the words with their meanings.

1. ______ decline
2. ______ unauthorized
3. ______ to abandon
4. ______ inmate
5. ______ misdemeanor
6. ______ hijack

a. without permission
b. to leave or give up something
c. to refuse
d. a minor crime
e. to take control of a moving vehicle by force
f. a prisoner

B. Comprehension. Answer ***true*** or ***false***.

1. ______ *Credit Card Thief Signs Own Name* talks about a prisoner breaking out of prison.
2. ______ *Credit Card Thief Signs Own Name* reports the story of a credit card theft.
3. ______ *Criminals with Big Plans, Small Car* is about a hijacking and a robbery.
4. ______ *Criminals with Big Plans, Small Car* tells the story of robbers who did not prepare well for their crime.
5. ______ *The Impatient Inmate* reports on a robbery.

2 Pair Work

Think of a crime story that you heard or read about in the news. Tell your partner about it, explaining the details.

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3 Grammar

The Passive

Use the passive to put the focus on an action, rather than who did the action.
The passive is formed with *be* (any tense) + past participle.

The crime **was committed** early in the morning.
The murder weapon **has been found**.
The murderer **will be brought** to justice.

To include who did the action, use the preposition *by*.

The burglar **was arrested *by the police***.

Note: Newspapers often use the passive to report crime stories.

Past Perfect and Past Perfect Progressive

We use the past perfect to talk about an activity or event that was completed before another activity or event in the past.

Reiko **had forgotten** to lock the door before she left the house.
The criminal **had** already **escaped** by the time the police arrived.

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

Juan **had been getting** cash from the ATM when he was mugged.
The driver **had been swerving** between lanes when the police officer stopped him.

A. Rewrite the active sentences as passive sentences.

Police found the suspect wearing a cow costume.
The suspect was found wearing a cow costume.

1. A 92-year-old grandmother chased and caught the criminal.
2. The police discovered 54 money boxes in the suspect's home.
3. Police found the suspect hiding in a trash can.
4. The jury found the suspect guilty of stealing $40,000 worth of bananas.
5. The police will fine him for littering the sidewalk.

B. Write the newspaper headlines as full, passive sentences.

Killer Sentenced to Die for Second Time
A killer has been sentenced to die for the second time.

1. Man Accused of Driving Stolen Car to Court
2. Man Jailed for Driving Too Fast
3. Break-In Suspect Found Asleep in House
4. Man Found Guilty of Stealing Candy from Child
5. Man Arrested for Not Paying Library Fines
6. Businessman Fined $35 for Illegal Parking

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C. Combine the sentences to create one past perfect or past perfect progressive sentence.

(1st) Marco was walking down a poorly lit street. (2nd) He was mugged.
Marco had been walking down a poorly lit street when *he was mugged*.

1. (1st) Tania was talking on the phone. (2nd) She heard an intruder in the house.
   ______________________ when ______________________________.
2. (1st) He was a trusted politician. (2nd) He was arrested for stealing state funds.
   Before ____.
3. (1st) Luckily, I installed an alarm. (2nd) The robbery took place.
   ______________________ before ______________________________.
4. (1st) He was jogging. (2nd) He got into his car.
   Before ____.
5. (1st) My wallet was stolen. (2nd) I didn't have any money.
   ______________________ because ______________________________.

D. Complete the newspaper article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

Would-Be Robber Forgets Important Detail

STANTON, Texas—John Wilkinson, 24, __________ (**1.** attempt) to rob the Stanton Drug Store yesterday. Wilkinson __________ (**2.** spend) weeks planning every detail of the robbery. He __________ (**3.** buy) a ski mask to cover his face. And right before the robbery, he __________ (**4.** take) the license plate off his car. Wilkinson __________ (**5.** feel) confident that he __________ (**6.** plan) the perfect robbery. The robbery itself __________ (**7.** go) off without a hitch. The problems began when Wilkinson __________ (**8.** try) to get away. Wilkinson __________ (**9.** run) to his car. He __________ (**10.** leave) it parked and running in front of the pharmacy. He __________ (**11.** try) to get in the car but the door wouldn't open. Wilkinson __________ (**12.** discover) that he __________ (**13.** make) an incredibly stupid mistake. He __________ (**14.** think) so much about the robbery, that he __________ (**15.** lock) his keys in the car by mistake!

E. Look at the picture. Make up a story about it. Include passive, past perfect, and past perfect progressive sentences. Answer these questions:

- What had the man been doing earlier in the day?
- Why had the police officer pulled the car over?
- Do you think the man was arrested? Why or why not?

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4 Conversation

Albert: When traveling in cities, I used to worry about being pickpocketed. Then I learned how pickpockets do it. That taught me how to prevent it from happening to me.

Ali: So how do they do it?

Albert: Well, to begin with, they look for someone on the street who has stopped to look at buildings or people. That's one of the reasons tourists are an easy mark.

Ali: Then what happens?

Albert: The pickpocket will often pretend to bump into the victim by accident. He might act as if he's dizzy. He may ask where you're from, act really friendly, and try to shake your hand.

Ali: Then what?

Albert: At this point, he might pretend to lose his balance and fall against you. Like this *(falling over)*.

Ali: Then what?

Albert: That's it. You've let your guard down, and consequently, he's nabbed your wallet.

Ali: Are you kidding? Come on. My wallet couldn't possibly be stolen that easily.

Albert: Are you sure?

Ali: I'm positive.

Albert: Then what's this in my hand?

Ali: My wallet!

Real Talk

easy mark = likely victim(s)
by accident = not on purpose
let your guard down = not be careful enough
nabbed = stolen
Are you kidding? = Are you joking?
Come on. = Please be serious.
I'm positive. = I'm certain.

About the Conversation

1. What crime are the people talking about?
2. How does the crime happen? Explain the steps.
3. Have you or anyone you know ever been pickpocketed or robbed? What happened?

Your Turn

Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box.

Ordering

To begin with...	At this point...
Once...	Consequently...

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5 Listening

Listen to the lecture on safety. Take notes and then answer the questions.

1. Complete the chart.

Things you can do to stay safe	Tick ☑ the things you do
	☐
	☐
	☐
	☐
	☐

2. Why is it important to stay alert?
3. Which of these safety precautions do you already take? Will you start taking others?

6 Pronunciation

When a word ends with the same consonant sound that the next word begins with, the two sounds are linked. Listen and repeat the sentences. Practice linking the consonants.

1. Thanks for coming to our safety tip**s s**eminar.
2. This class will give you importan**t t**ips.
3. To prevent yoursel**f f**rom being mugged, keep valuables out of sight.
4. Don't let your guar**d d**own.
5. I mus**t t**ravel to an unfamiliar area.

7 Vocabulary Building

assume	grim	pavement
coincidence	installed	suspect
display	insured	

A. You will see these words in the reading on pages 26 and 27. Complete each sentence with one of these words.

1. That watch is valuable. You should have it _______________ in case it's ever stolen.
2. The police are looking for the _______________. He has dark hair and was wearing a green shirt.
3. The news about the plane crash was _______________. There were no survivors.
4. I was just thinking of Tom when I bumped into him on the street. What a _______________!
5. Alex had a new house alarm _______________ to keep his home safe.
6. My brother fell on the _______________ at the skateboard park and broke his wrist.
7. I _______________ that I'm meeting her at the usual time. But maybe I'd better check.
8. The department store has a beautiful vacation _______________ in their window.

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

What mystery or crime stories have you read?
Talk about the characters and the story.

Crime Puzzles

The Case of the Stolen Jewels

Detective Colmes was at the coffee shop around the corner when he learned that Jones's Jewelry had been broken into. He arrived at the scene of the burglary in moments.

Mr. Jones, the owner of the store, explained what had happened. "I arrived this morning to open up the store. As I walked up to my shop, I noticed a lot of broken glass on the pavement. I looked up and realized that the display window had been broken." Colmes looked out the broken window at the sidewalk, littered with glass. Mr. Jones continued, "Then I saw that all of the jewelry from the display window was gone. The doors were still locked, so this must be where the burglar broke in!"

"Why didn't the alarm go off?" asked Colmes. "It's a strange coincidence," said Mr. Jones. "I removed our old alarm system yesterday and made an appointment to have a new one installed today."

Colmes looked around at the empty jewelry cases. "I assume your jewelry was insured?"

"Of course!" said Mr. Jones. "Thank goodness for that!"

Colmes nodded and said, "Mr. Jones, I believe there was a crime indeed. And it was committed by you."

What crime does Colmes suspect Mr. Jones of committing? Why?

The Case of the Bowling Alley Murder

The Center Street Bowling Alley, the oldest bowling alley in the city, closed at midnight. At 4:00 A.M., the janitor found a terrible sight: a man with a knife in his back lying in one of the lanes. Detective Colmes quickly arrived at the scene with a swarm of police officers.

"Anybody know the victim?" asked Colmes. "I do," said one of the officers. "That's Bob Reynolds. He's running for councilman. He and Mike Jenner have been having a bitter campaign battle."

"Perhaps we should pay Mr. Jenner a visit," said Colmes. Before leaving the bowling alley, Colmes took his cell phone out of his pocket and left it behind.

On arriving at Mike Jenner's house, Colmes told Jenner, "I have some grim news. Bob Reynolds has been murdered."

"No! I can't believe it!" cried Jenner.

"We'd like to speak with you about the murder. But first, I need to get back to the police station to file the report. Can you meet me at the station?"

"Of course. I'll help in any way I can."

"I'll give you a call." Colmes patted his pocket. "Uh oh, I must've left my cell phone at the bowling alley. Would you mind picking it up and bringing it with you to the station?"

Jenner looked confused, but said, "Sure. I'll do anything to help with the investigation."

Later that day, Jenner brought Colmes's cell phone to the station. He was arrested and charged with murder. Why?

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Answer
The Case of the Stolen Jewels:
Detective Colmes suspects that Mr. Jones took the jewelry himself and pretended that there had been a burglary so he could collect insurance money. The broken window is Colmes's clue. If someone had broken into the shop, the broken glass should have been on the inside of the shop. Since it was outside the store, the window must have been broken from inside.

Answer
The Case of the Bowling Alley Murder:
Detective Colmes never told Mr. Jenner in which bowling alley the murder took place. Yet Mr. Jenner knew which bowling alley to go to for Colmes's phone. Mr. Jenner must have known where the murder took place because he was there!

After Reading

Answer ***true*** or ***false***.

1. ______ Detective Colmes was at the police station when he heard about the robbery.
2. ______ The broken glass was inside the store.
3. ______ The Center Street Bowling Alley is the only bowling alley in the city.
4. ______ Mike Jenner was Bob Reynolds's friend.
5. ______ Colmes left his cell phone at the bowling alley on purpose.

9 Speaking

1. Talk about the characteristics of a good detective. Work in pairs or groups.

2. Write your ideas in the organizer below. Use the organizer to discuss in groups or in class.

Crimes that a detective investigates	Characteristics needed to solve crimes	Do I have these characteristics?

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10 Writing

A. Read the title of the article below and decide who it is addressed to. Give reasons for your answer.

CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE!

1. Read the article and answer the questions.
   - Why did the burglar leave the house in a hurry?
   - What did the police find?
   - How did they discover the identity of the burglar?
2. Read the article again and answer the questions.
   - How does it begin?
   - Are all the events presented in the order they happened (chronologically)? Why? Why not?
3. Find out which paragraph/s focus on:
   - the police investigation
   - the burglary
   - the arrest
4. How many past forms can you find?
5. Are there any passive forms? Why? Why not?

A burglar was arrested after leaving his cell phone at the house that he broke into. The man was going through the rooms, looking for valuables, when he heard someone unlock the door and enter the house. So, he jumped out of a window and fled to avoid getting caught.

The police searched the house later, looking for prints and other clues to help them identify the man. All of a sudden, one of the owners pointed to a cell phone plugged into one of the sockets, charging, and said that he had never seen it before and did not know who it belonged to. The police checked with the rest of the family and confirmed that it did not belong to any of them.

One of the police officers had an idea. He called a contact listed in the phone memory, and told the person that the owner of the phone had been in an accident, so the police were trying to get in touch with friends and family. The man was identified. He was later arrested and charged with a total of 12 burglaries!

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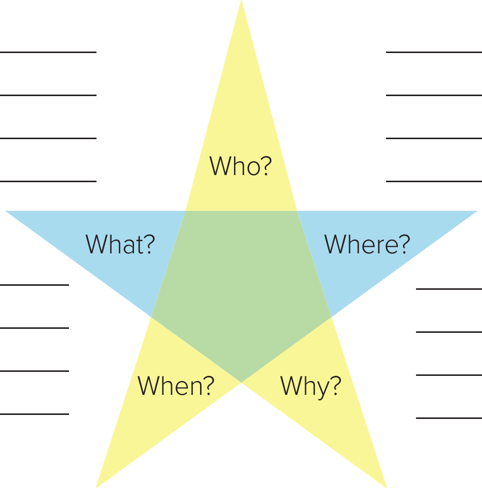
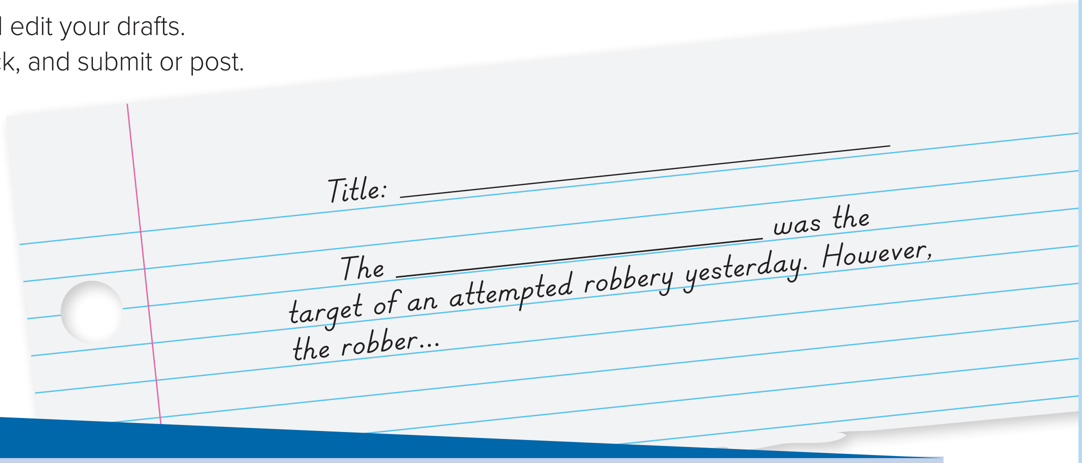
B. 1. Write a story for a newspaper or web article describing a crime. Choose a real or imagined crime. The crime should be a foolish, non-violent one.

2. Before you write, answer the five "Ws" about this crime: ***Who***, ***What***, ***Where***, ***When***, and ***Why***. Use the pentagon chart to help you think and make notes around it.



3. Decide on a headline for your article.
4. Use your notes to write the first draft of the article.
5. Exchange and edit your drafts.
6. Re-write, check, and submit or post.



Writing Corner

When you write an article, a story for a newspaper or magazine:

- open with an account of an event that has happened recently; if a reader is attracted by the first few lines, they are more likely to read the whole story.
- notice that articles which provide the account of an event do not usually present things in natural order (chronologically); Use a variety of verb tenses to jump back and forth in past time: What happened? What had happened?; What was going to happen (but probably didn't)?; What has happened?
- use time markers to help your reader follow the order of events in the narrative: Before...; Later that day ...; Soon after ...; When ...; While ...; and so on.
- bear in mind that such articles are usually quite 'dense', i.e. they contain a lot of information in little space

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11 Form, Meaning and Function

Simple Past Tense: *Be*

How **were** the burglars caught?
Was the pickpocket sorry for his crime?

There **were** security cameras everywhere.
Yes, he **was**. He apologized to the victim.

Simple Past Tense: Regular and Irregular Verbs

What **did** the police **do**?
Where **did** they **go** after they were arrested?

They **arrested** the criminal.
They **went** to the police station.

They **didn't arrest** the man.
They **didn't go** to the police station.

Time Expressions for the Past

The armed robber stole a car **yesterday**.
The burglar went to jail **in 2006**.

Nathalie forgot to lock the door **last night**.
I went to Oman three years **ago**.

The Past with *Used to* and *Would*

We use *used to + be* to talk about past states that are no longer true:
Q: What **did** you **use to be** afraid of when you were younger?
A: I **used to be afraid** of elevators. I always took the stairs instead.

We use *used to + verb* and *would + verb* to talk about past habits that are no longer true:
Q: **Did** you **use to** travel a lot in your job?
A: Yes, I **used to (would) travel** to a new place every year. I **didn't use to like** it much and now I prefer to stay in one place.

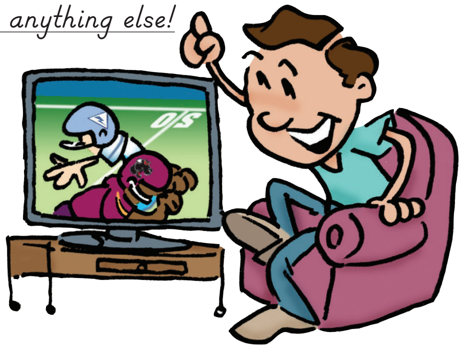
A. Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.

Fahd: What ______ (1.happen) to you yesterday?
Imad: I ______ (2. go) to the Falcon's football game and a pickpocket ______ (3. steal) my wallet.
Fahd: Oh no! ______ (4.do) you call the police?
Imad: Yes, and they _______ (5.catch) the thief!
Fahd: That's great! How ______ (6.do) they catch him?
Imad: There ______ (7.be) security cameras everywhere.

B. Work with a partner. Ask and answer about how Omar's life has changed. Use *used to* and *didn't use to*.

A: *How often **did** Omar **use to** watch crime dramas on TV?*
B: *He **used to watch** crime dramas every day. He **didn't use to do** anything else!*

1. Omar watched TV every day. Now he goes to the gym.
2. Omar ate a lot of junk food. Now he eats fruit instead.
3. Omar was overweight. Now he isn't.
4. Omar was always tired. Now he has more energy.
5. Omar didn't sleep well at night. Now he sleeps more soundly.



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Past Progressive

We use the past progressive when we describe what was happening at a specific time in the past.
Q: What were you doing at three o'clock today? **A:** I was driving home from work.

We use the past progressive when we talk about a temporary state or action.
Q: Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.
Q: What **were** you **doing** in Dubai? **A:** I **was working** at a hotel.

We use the past progressive with *always* to describe a repeated or annoying action.
My neighbor's son **was always getting** into trouble when he was younger.

We use the past progressive to describe a long action that is interrupted by a short action.
I **was working** on my computer when suddenly the power **went out**.

We use the past progressive to describe two actions that were happening at the same time.
While I **was studying**, my brother **was watching** TV.

C. Read the interview between the policeman and Mr. John Wilkinson. Complete the paragraphs with the simple past tense or the past progressive form of the verb in parentheses.

Policeman: What ___were___ you ___doing___ (1. do) at 3 P.M. yesterday, Mr. Wilkinson?
John: I ________________ (2. be) in the 'Supermarket.' I ________________ (3. buy) milk.
Policeman: Who ________________ you ________________ (4. shop) with at that time?
John: I ________________ (5. shop) with anyone. I was alone.
Policeman: At 3 P.M., a security guard saw you outside the 'Ski and Snow' store. You ________________ (6. park) your car. Is that true, Mr. Wilkinson?
John: Oh yes, that's right. At 3 P.M. I ________________ (7. park) my car. But I ____________ (8. go) to the 'Ski and Snow' store to buy a ski mask. I ________________ (9. go) to the 'Supermarket'...
Policeman: What ________________ you ________________ (10. buy) at the 'Supermarket' Mr. Wilkinson?
John: I ________________ (11. buy) some cheese.
Policeman: Why ________________ you ________________ (12. take) the license plate off your car when you were parked next to the 'Snow and Ski' store, Mr. Wilkinson?
John: Ermmmm... I .... don't know.
Policeman: Why ________________ you ________________ (13. say) that you ________________ (14. buy) a ski mask at the 'Snow and Ski' shop, Mr. Wilkinson?
John: Ermmm... I..... didn't say that. Did I say that? I meant ....
Policeman: _____ you______ (15. rob) the Stanton Drug Store yesterday, Mr. Wilkinson?

D. With a partner, discuss if you think John Wilkson is guilty or innocent. Give some reasons why based on the interview in exercise **C**.

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12 Project

1. Choose and research one of the following topics:
   Famous Crimes
   Famous Frauds
   Famous Blunders
   Intellectual Property Crimes
2. Work in pairs or groups. Collect information from different sources and make notes in your organizer.
3. Use your notes to prepare a PowerPoint presentation or a poster.
   - Select photos/pictures or design/draw your own.
   - Plan what you are going to present and in what order.
   - Prepare your texts, e.g. bullet points, slogans, descriptions and/or accounts.
   - Share the work.
   - Collate your material and prepare.
4. Rehearse and then present in class.

☐ Crime ☐ Fraud ☐ Blunder	
What was it about?	
Who was involved?	
Where did it take place?	
When did it happen?	
Why did it happen?	
How was it resolved?	

When you prepare a PowerPoint presentation, remember to:

Focus on your audience:
- what the audience knows or expects
- ways to keep them interested and engaged
- ways to entertain them, e.g. a joke, or a comment

Focus on your content:
- decide what you are going to talk about
- select and use keywords/information
- illustrate with visuals or examples
- be prepared to say more than what is on your slides

Focus on your slides:
- do not include too many points on each slide
- do not use a small font
- limit your points to about 4 or 5 maximum
- use bullet points, charts, or graphs
- use visuals
- reveal the information gradually
- include notes in the margin if you need a reminder of what you want to say
- do a trial run—practice using your material and software

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13 Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss crime and punishment			
read and discuss newspaper articles			
explain steps in a process			
use the passive			
use the past perfect and past perfect progressive			
use the simple past tense: *be*			
use regular and irregular verbs in the past			
use *used to* and *would*			
use the past simple versus past progressive			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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3 Far and Away

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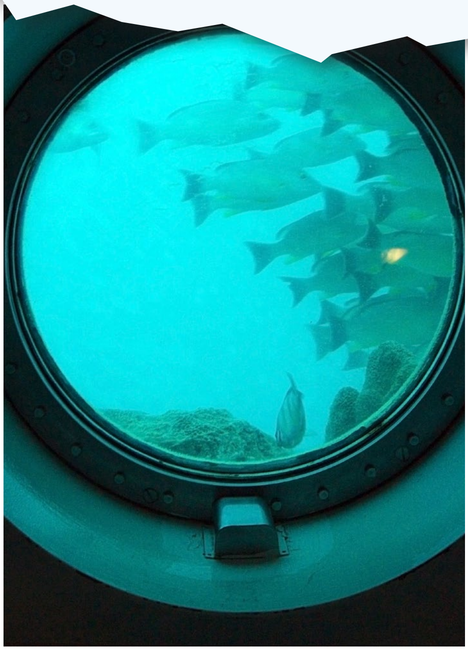
“Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.”

—Miriam Beard Vagts

1 Listen and Discuss

In pairs, tell each other five things you expect a hotel to have. Then read about these four unusual hotels. Share with each other how each hotel is different from what you expected.



Jules’ Undersea Lodge
Florida, USA

Undoubtedly, most people have never been to a hotel like Jules’ Undersea Lodge before. This extremely unusual hotel, located in Key Largo, Florida, is on the ocean floor! Guests scuba dive to the hotel’s one unit, which is over 19 feet (six meters) below the surface. The unit includes two bedrooms, a television, and 50-inch (127-centimeter) circular windows that offer views of passing sea life.

Capsule hotels
Throughout Japan

In recent years, capsule hotels have gained widespread popularity in Japan. Capsule hotels are hotels in which guests stay in a small sleeping space that is just big enough for a bed. There is so little room that some people can scarcely sit up in these capsules. However, in expensive cities, capsule hotels offer a relatively inexpensive alternative to more traditional hotels.

Ariau Amazon Towers Hotel
Manaus, Brazil

Ariau Amazon Towers Hotel in Manaus, Brazil, is the world’s largest commercial tree house. Amazingly, Ariau’s towers are built at the level of the rain forest treetops, about 72 feet (22 meters) in the air. The towers are linked together by four miles (six kilometers) of wooden catwalks. This very unusual setting gives guests the unique opportunity to experience the plant and animal life of the rain forest canopy while leaving the rain forest’s ecosystem undisturbed.

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The Kakslauttanen Hotel

Lapland, Finland

In the heart of Finnish Lapland, 155 miles (250 kilometers) north of the Arctic Circle, lies a truly magical place. The Kakslauttanen Hotel offers guests the opportunity to stay overnight in either a snow or glass igloo. Those who choose the glass igloos can enjoy the night skies and the stunning Northern Lights from the comfort of their own bed. Luckily, the hotel provides cozy, extra-warm sleeping bags for the guests who choose to sleep in snow igloos!

Quick Check ☑

A. Vocabulary. Complete the paragraph with words from the box.

commercial	relatively	undisturbed
ecosystem	surface	widespread

I live in a beautiful area of Panama that is very popular with tourists. In the last few years, there has been (**1**) _____________ development of large, impersonal hotels. Lately, I've been thinking about opening a small, friendly hotel. It would be (**2**) _____________ close to the center of town, but far enough away that the guests would be (**3**) _____________ by the noise and traffic. I'd like my hotel to have a view of the water. There's nothing I like better than to watch the sun reflect off the (**4**) _____________ of a lake. I'd also like to run a wildlife park close to the hotel. I wouldn't charge admission to the park because I don't think enjoying nature should be a (**5**) _____________ activity. However, I'd limit the number of people who could enter the park each day, as too many visitors would disrupt the (**6**) _____________.

B. Comprehension. Answer ***true*** or ***false***.

1. ______ Capsule hotels are popular in Japan.
2. ______ Guests take a boat to Jules' Undersea Lodge.
3. ______ Jules' Undersea Lodge has small, square windows.
4. ______ The Kakslauttanen Hotel gives guests the opportunity to explore the rain forest canopy.
5. ______ Capsule hotels provide an inexpensive alternative to traditional hotels.
6. ______ Guests at the Ariau Amazon Towers Hotel have a negative effect on the rain forest's ecosystem.

2 Pair Work

You are going to design your own unusual hotel. List three to five things you would like your hotel to have. Then in pairs tell each other about your hotel.

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3 Grammar

Adverbs of Degree

Adverbs of degree tell us about the intensity of a verb, adjective, or other adverbs. Some common adverbs of degree are:

absolutely	completely	hardly	quite	so
almost	enough	just	rather	too
barely	extremely	nearly	scarcely	very

Adverbs of degree usually go before the main verb they modify.

I've **almost** finished packing. I **nearly** missed my flight.

Adverbs of degree usually go before the adjective or adverb they modify.

The travel agent was **extremely** helpful. He read the map **very** carefully.

When *enough* is used as an adverb of degree, it is placed after adjectives and adverbs.

Is your coffee hot **enough**? You are not speaking loudly **enough**.

Sentence Adverbs

Sentence adverbs modify an entire sentence, or a whole clause within a sentence. They indicate the attitude of the speaker. Some common sentence adverbs are:

actually	certainly	frankly*	obviously	probably
admittedly*	clearly	honestly*	officially*	undoubtedly
apparently	evidently	naturally*	presumably	(un)fortunately*

(*) Some sentence adverbs usually go at the beginning of a sentence.

Frankly, I'm disappointed in the quality of this hotel.

Other sentence adverbs can go after the verb *be*, before simple tenses of other verbs, or after the auxiliary in a compound verb.

You are **obviously** having a good time.
He **certainly** spent a lot of money on this trip.
The flight has **undoubtedly** left by now.

A. Rewrite each sentence to include the adverb of degree.

We have recovered from our trip. (almost) *We have almost recovered from our trip.*

1. We ate anything on the airplane. (hardly)
2. The food was bland for me. (too)
3. The flight attendant dropped my meal on me. (nearly)
4. Sleeping on the train was uncomfortable. (rather)
5. We were exhausted by the end of our trip. (absolutely)
6. The airplane seat wasn't big for me. (enough)

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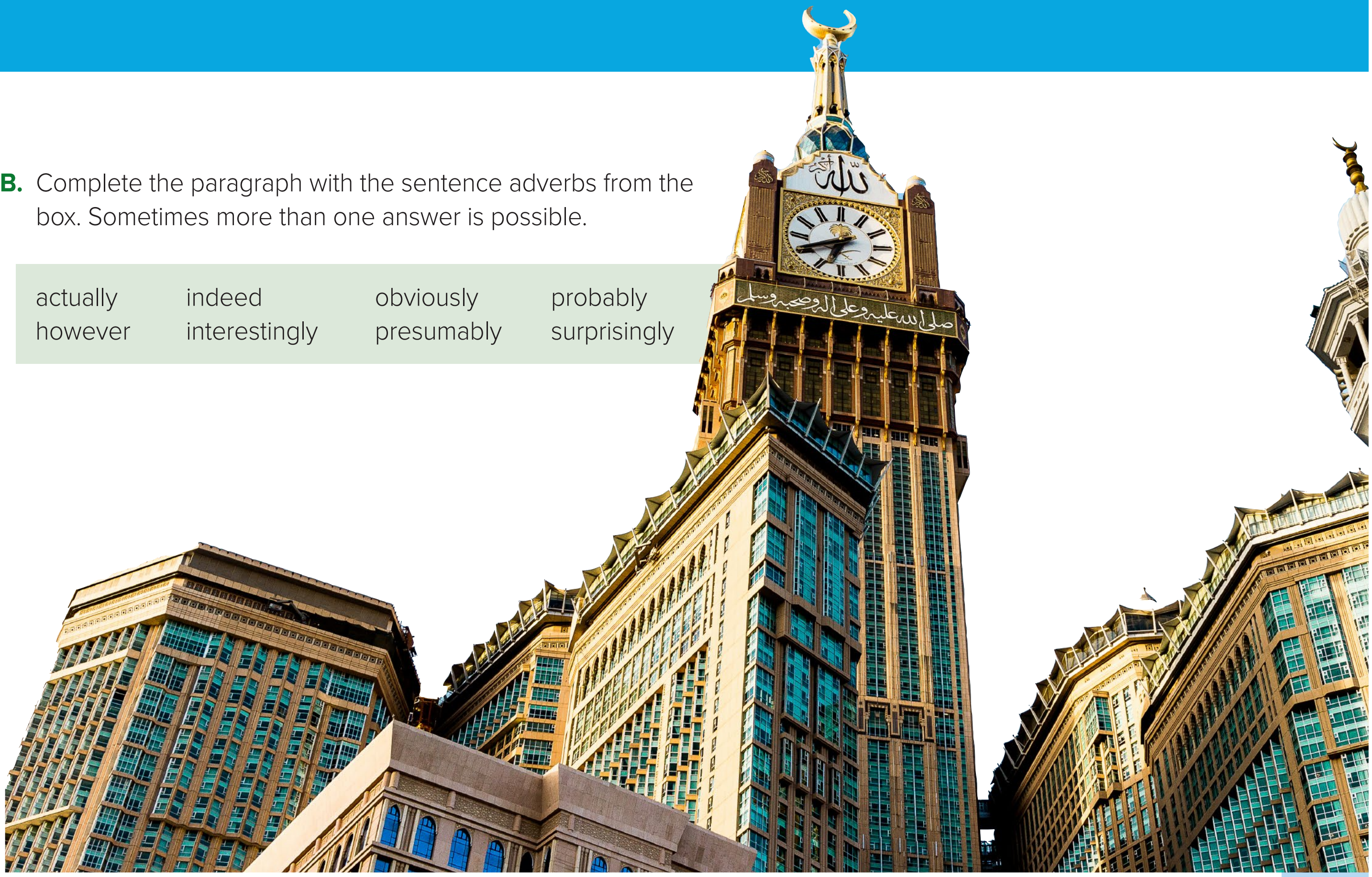
B. Complete the paragraph with the sentence adverbs from the box. Sometimes more than one answer is possible.

actually	indeed	obviously	probably
however	interestingly	presumably	surprisingly



Staying in the Abraj Al-Bait hotel in Makkah, Saudi Arabia, is an amazing experience. (**1**) ______________ it is a complex of seven skyscraper hotels. (**2**) ______________ , the central hotel tower has the world's largest clock face and, (**3**) ______________, the tallest tower in the complex is (**4**) ______________ the tallest building in Saudi Arabia, with a height of 601 meters. The hotel is very close to Islam's most sacred site, the Great Mosque of Makkah. The hotel complex was (**5**) ______________ built to accommodate pilgrims of the Hajj that visit Makkah every year from all parts of the Muslim world (**6**) ______________, it also welcomes visitors to Makkah throughout the year, even though the greatest concentration of visitors is most (**7**) ______________ during the Hajj. The Abraj Al-Bait has a five-story shopping mall and a parking garage capable of holding over a thousand vehicles, (**8**) ______________ both for the visitors of the mall and for the hotel guests.

C. Read the following facts about another unusual hotel in another country. Then write a paragraph about it, using adverbs of degree and sentence adverbs.

- The hotel is located on the Torne River, 124 miles (200 kilometers) north of the Arctic Circle.
- The hotel is the biggest igloo in the world.
- It melts into the river every spring and is recreated every winter.
- The temperature inside the hotel is 23° Fahrenheit (-5° Celsius).

ICEHOTEL, Sweden

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4 Conversation

Attendant: Flight C458 is ready for takeoff. Please ensure your seatbelts are fastened and your seats are in the upright position.

Passenger: Excuse me?

Attendant: Yes? Can I get something for you?

Passenger: No, but I wonder if I can ask you a question?

Attendant: Certainly.

Passenger: I see that there's an empty row near the front of the plane. I was wondering if it would be possible to change seats. I usually try to get some sleep during red-eye flights, and it would be much easier if I could spread out.

Attendant: Unfortunately, that won't be possible. It's against our policy for passengers to leave their assigned seats on this airline.

Passenger: Well, that's a crummy policy. I don't get it. Other airlines allow it. Why should passengers be crammed together when there are open seats on the flight?

Attendant: Please try to understand. The problem is that if we gave you the seat, it wouldn't be fair to other passengers who might also want the open seat.

Passenger: That's a drag. Especially since I requested a window seat at the front of the plane, and they put me on the aisle near the back!

Attendant: Could I see your ticket, please?

Passenger: Sure, why?

Attendant: Sir, the empty window seat at the front of the plane *is* your seat! Your seat is number 3, not 33.

Passenger: Oh! Awesome!

Real Talk

red-eye = overnight
crummy = bad
don't get it = don't understand
a drag = a disappointment
Awesome! = Terrific!

About the Conversation

1. What request does the passenger make?
2. How does the flight attendant respond? What reasons does he give?
3. How does the passenger end up getting what he wants?

Your Turn

Role-play with a partner. Imagine you are at a shopping mall, making a special request of the sales clerk or assistant. Use phrases for making and declining special requests.

Making and Declining Special Requests

I wonder if it would be possible…	That won't be possible…
Do you think it would be possible…?	I'm afraid (we) can't…
Unfortunately, that's not possible…	We can't do it because…
I wish it were possible, but…	The problem is…

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5 Listening

Listen to the experienced traveler talk about what to pack for a backpacking trip through Europe. Tick ☑ the items he recommends bringing.

rain jacket	☐	smartphone	☐
expensive boots	☐	sunglasses	☐
toiletries	☐	box of bandages	☐
trash bags	☐	tweezers	☐
water bottle	☐	expensive jewelry	☐
2–3 bandages	☐	guide book	☐

6 Pronunciation

A. Words like ***backpack*** and ***water bottle*** are called compound nouns because they are made up of two separate nouns. The stress goes on the first part of the compound noun. Say each sentence. Then listen to see if you stressed the compound nouns correctly.

1. Throw a couple of **trash bags** in your **backpack** for dirty laundry.
2. Keep your **sunglasses** and **water bottle** in an easily accessible front compartment.
3. Some people like to bring a **notebook** or journal to write about their travels.
4. You packed everything except your **toothpaste** and **toothbrush**.
5. I'll look for a **postcard** in my **mailbox** every day!

B. Find compound nouns in the passages about hotels and in the conversation you read. Underline and practice reading them aloud. Remember to stress the first part.

7 Vocabulary Building

A. You will see these words in the reading on pages 40 and 41. Match the words with their meanings.

1. _______ pristine	**a.** the action of cutting down trees to clear forests
2. _______ preserve	**b.** distinguishing traits or qualities
3. _______ conservation	**c.** something that causes a person to act
4. _______ incentive	**d.** abundantly green, fertile
5. _______ deforestation	**e.** careful protection of something
6. _______ characteristics	**f.** to keep safe from injury, harm, or destruction
7. _______ remote	**g.** lessening, diminishing
8. _______ reduction	**h.** geographically isolated
9. _______ lush	**i.** not spoiled

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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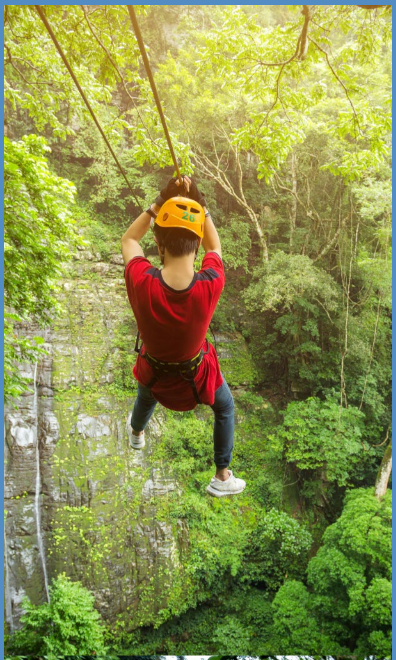
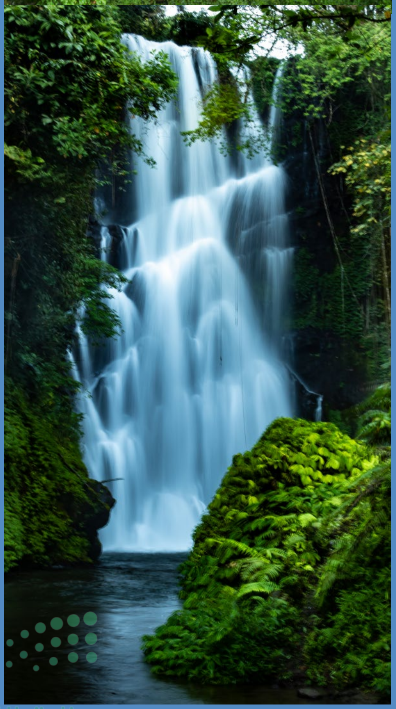
8 Reading

Before Reading

1. ***Eco***- means "related to the earth or environment." What do you think ***ecotourism*** means?
2. Read the passage and underline all the words and phrases that can help you understand what ecotourism means.

Ecotourism: See the World While Saving It





Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Riyadh, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn't! Such vacations are part of the fastest-growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly *is* ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world's top ecotourism destination. Amazingly, this small country of five million people has about three million visitors per year.

Stacy Davison is one of the three million tourists who chose to visit Costa Rica this year. "We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for. We saw beautiful beaches, lush rainforest, and exotic wildlife." Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. "Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rain forest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!"

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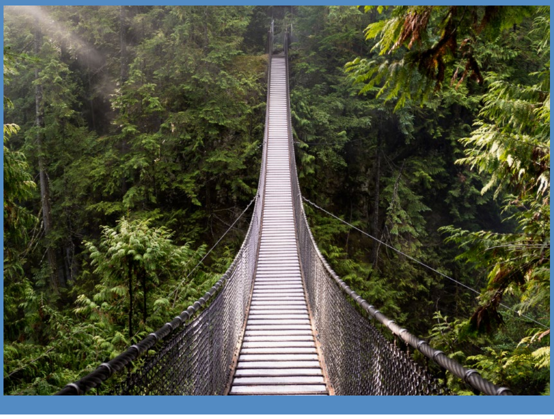

Stacy also enjoyed knowing that the money she was spending on her vacation was being used in environmentally responsible ways. She stayed in locally-owned, environmentally-friendly hotels that grow their own fruits and vegetables, and use renewable sources of energy such as wind and solar power.

Undoubtedly, ecotourism plays a critical role in preserving the land in Costa Rica as well as in other ecotourism destinations around the globe. At the same time, ecotourism provides visitors with a unique, unforgettable, and educational vacation. Basically, ecotourism is a win-win situation for both the tourists and the countries they visit.

After Reading

Complete the sentences.

1. _____________ is the fastest growing trend in the travel industry.
2. _____________ is the world's top ecotourism destination.
3. At one time, Costa Rica had the highest rate of _____________ in Latin America.
4. More than _____________ of Costa Rica's land is protected from development.
5. Two examples of renewable energy sources are _____________ and _____________.

9 Speaking

1. Work in pairs or groups. Think about the characteristics and benefits of ecotourism and make notes in the chart. Then list the names of places in your country that are good for ecotourism and the activities that are offered there.

2. Use your notes to discuss your ideas in class.

	Characteristics/benefits of ecotourism	Places in my country for ecotourism
1		
2		
3		
4		
5		

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10 Writing

A. 1.
- Think about the most important places in Saudi Arabia. Why are these places or sites significant? Why should a tourist visit them?
- What does Saudi Arabia have to offer visitors that is unique or special?
- How does the country welcome and look after its visitors?

2. Read the following extract from the Vision 2030 Program and find out the following:

a. What are the unique and special things that Saudi Arabia has to offer visitors? Compare these to your ideas in part 1.

b. What plans does the government of the country have to further improve and develop tourism and travel to Saudi Arabia?

Saudi Arabia's Vision 2030

Saudi Arabia is blessed with many rich assets. Our geographic, cultural, social, demographic and economic advantages have enabled us to take a leading position in the world.

To build the best future for our country, we have based our vision for Saudi Arabia on three pillars that represent our unique competitive advantages. Our status will enable us to build on our leading role as the heart of Arab and Islamic worlds.

At the same time, we will use our investment power to create a more diverse and sustainable economy. Finally, we will use our strategic location to build our role as an integral driver of international trade and to connect three continents: Africa, Asia and Europe.

Using our unique location, our vibrant economy and our status as the heart of the Arab and Islamic worlds, we will increase travel to our country and welcome guests. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that Muslims from around the world can visit the Holy Sites.

The Hajj and Umrah Vision Realization Program will allow the highest possible number of Muslims to perform Hajj and Umrah to the fullest. We will develop facilities and transport around the Two Holy Mosques – providing pilgrims with the best possible services before, during and after their visits to Makkah and reflecting the bright and civilized image of the country in the service of the Two Holy Mosques. This unique status of our country is clearly manifested in our responsibility in providing generous services and care for visitors to these two holy sites.

Furthermore, we will provide wider tourism, as well as cultural and historical programs, for those who come to perform Umrah. To achieve this, we will continue working on the development of our infrastructure and support the private sector to provide high quality Umrah services.

The program will support the revival, preservation, promotion and classification of Islamic, Arab and National heritage through supporting museums and historical sites by facilitating access and funding preservation and funding events that showcase local traditions.

Cultural tourism destinations including the world's largest 'open air museum' (at Al-Ula) are planned along with the re-establishment of art and crafts centers.

Through our vibrant economy, we will develop the tourism infrastructure to create new holiday resorts and extend the road infrastructure, so visitors can experience the natural beauty of the country. Environmental parks will be rehabilitated and developed for ecological tourism. We will also further develop the digital systems to attract conference tourism to our country.

** Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud.*

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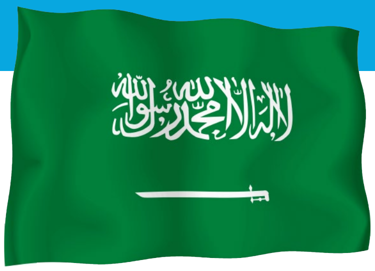

B. Write a letter to your friend from Britain (who has never been to Saudi Arabia), about a place in your country that you plan to visit.

1. Research and collect information about an important place in Saudi Arabia that you feel a visitor should see, or that a person who has never been to your country should learn about.
   - Think about the history of the place and why it is significant to the country's history and culture.
2. Use the organizer to make notes on:
   - What you know about the place
   - New information you have found
   - What you can do there
   - Your reasons for choosing the place and why it is important
   - Examples and details

   When you write the letter, give reasons why this place is important and also how it is special or unique.

Name of the place and what it is (an historical site, a place of natural beauty etc):		
Reasons why it is important	**Things to do there**	**Examples and details (from your research)**

Dear Hamed,
How are you? I hope that you and your family are well.
I have some exciting news that I wanted to write to you about.
I'm going on a trip to climb the highest mountain in Britain. It is in Scotland and it is called Ben Nevis.
In addition to the fact that it is an area of outstanding natural beauty, it also has a historical significance.
It was the site of Britain's first weather observatory and it was built in 1883. This helped scientists all over the world learn how to study the weather and understand the climate.
It is going to be tough to climb, but it will be great to be outside in nature and enjoy the clean environment. This mountain region is unique as it has many plants and geological features that can only be found here in Scotland.

Writing Corner

When you write an informal letter:

- Open in a friendly way with an appropriate greeting and tell your friend why you are writing.
- When you are giving news such as an up-and-coming trip you will take, give as many details as you can. Use lots of words to describe the place or the experience.
- Note down your feelings, expectations, assumptions, questions, and doubts.
- Plan what information you are going to include in each paragraph.
- Close in an appropriate way and sign off with: Speak soon; Give my best wishes to your family; Write to me soon; and so on.

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11 Form, Meaning and Function

Future with *Be Going To*

Use *be going to* for the future, to talk about plans.

Affirmative (+)
I'm going to travel to Jordan.

Negative (–)
I'm not going to visit Petra.

***Yes-No* Questions (?)**
Are you **going to** travel to Jordan?

Short Answer (+)
Yes, I am.

Short Answer (–)
No, I'm not.

Information Questions

What are you going to do on your vacation?	I'm going to travel to Africa.
When is he going to leave?	He's going to leave next week.
Which countries is he going to visit?	He's going to visit Tunisia and Morocco.
How are we going to go?	We're going to go by plane.
Where am I going to stay?	You're going to stay in a four-star hotel.
Who is going to travel with them?	They're going to travel with friends.
How long are they going to stay?	They're going to stay for a month.

Position of Adjectives

Antarctica is an **exotic** place. (*before nouns*)

Antarctica is **exotic**. (*after the verb **be***)

A. Complete the article. Use the adjectives in the box.

coastal	dense	fertile	humid	local	tropical

Jazan

Jazan, in southwestern Saudi Arabia, is a (1) __coastal__ city on the Red Sea. It is the capital city of Jazan Province near the Yemeni border. Although it is a small province, it has a (2) ___________ population of 1.6 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) ___________ plains, coasts, and islands. Jazan is famous for its (4) ___________ products, especially its (5) ___________ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) ___________ in the summer, while temperatures in the mountains to the northeast are much cooler.

B. Add the question words. Match the questions and the answers.

1. __Which__ suitcase are you going to take? __e__
2. ______ are they going to travel? ____
3. ______ is he going to do when he arrives? ____
4. ______ are they going to write to? ____
5. ______ are we going to stay? ____
6. ______ are we going to get there? ____

a. In a beautiful hotel.
b. To their parents.
c. They're going to take a bus.
d. They're going to arrive in the morning.
e. The red one. It's new.
f. He's going to rest.

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Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport.
What **are** you **doing** now?

My friends **are arriving** tomorrow.
What **are** you **doing** tonight?

Future with *Going to* and *Will*

Use (*be* +) *going to* to talk about plans. Use *will* + *maybe*/*probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation?
I'm **going to** travel to Europe.
I'm not **going to** travel this year.

Where **will** you stay?
Maybe **I'll** stay with friends.
I probably **won't** stay in a hotel.

Time Expressions for the Future

I am leaving **tomorrow night**.
This year we will go on vacation to Al Ula, Saudi Arabia.
They are flying to Oman **on Thursday**.

Hurry! They will be here **soon**!
I am meeting her **in an hour**.
We will sit examinations **next month**.

C. Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.

A: What are you doing at two o'clock next Saturday?
B: I'm getting a haircut. How about you?

My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	

D. Look at the expressions in the box. Work with a partner. Ask and answer about their future plans. Use *going to* and *will*.

A: Where **are** you **going to go** on vacation this year?
B: **I'll** probably go to Dubai. How about you?
A: I'm going to visit my grandparents.

tomorrow • this week / month / year • tonight next month / year / Tuesday • soon • on the weekend

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12 Project

1. Make a poster promoting ecotourism in your country. Work in pairs or groups.
2. Choose a place that would be good for ecotourism.
3. Research and complete the chart with information and details about the place.
4. Collect visuals and find samples of posters on the Internet to help you.
5. Design your poster. Think of a slogan and/or an attractive title. Look at the photo in your book and find more examples on the Internet to help you.

An area for ecotourism in Saudi Arabia: ______________________________

Questions we would like to find answers to	Details and information we found out about the place	Pictures and images we can use in our poster
What kind of place is it? Is it an inland area? Is it a coastal area?		
How can visitors travel and explore the area?		
What can they see, observe, or experience?		
What outdoor activities can visitors do? (e.g. off-road driving, rock climbing, desert trekking, etc.)		
How is money raised in order to maintain the area?		
How are local communities and people involved? Jobs? (e.g. caretakers, guides, rangers, etc.)		
What are some of the environmental benefits?		

When you prepare a poster, remember it should:

- be quite large, so it can be noticed or read when posted on the wall
- be colorful in a tasteful way and have photos and/or drawings
- include memorable slogans
- convey a strong message
- be appealing to the viewer

13 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about travel experiences and travel dreams			
discuss hotels and services			
make and decline special requests			
use adverbs of degree			
use sentence adverbs			
talk about the future with *be going to* and *will*			
ask information questions			
know about the position of adjectives			
use the present progressive to make future arrangements			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 1–3

1 Language Review

A. Complete each sentence with the correct form of ***do***, ***have***, or ***be***.

1. Sam _______________ never had a credit card.
2. _______________ Jen need help moving this weekend?
3. It _______________ a coincidence that we got here at the same time.
4. Don was disappointed when he _______________ not get the job.
5. Omar has _______________ living in the same house his entire life.
6. The euro _______________ introduced in Europe in 2002.
7. Since I _______________ already eaten dinner, I declined the invitation to the restaurant.
8. How often _______________ you eat lunch in the cafeteria?

B. Change the active sentences to passive sentences.

1. People grow coffee in eighty different countries.
2. The jury will give the verdict tomorrow morning.
3. Painters are painting my house at this very moment.
4. Saudi Arabia is holding a cabinet meeting tomorrow.
5. They have held the football match at Gardner Stadium for the last eight years.
6. The school has cancelled classes for today.
7. Someone wrote this book in the 18th century.
8. The police arrested the suspect near the scene of the crime.

C. Complete each sentence with the past perfect or past perfect progressive form of the verb in parentheses.

1. The train _______________ already _______________ by the time we got to the station. (leave)
2. The cat _______________ the tuna from the table when he yelled at it. (eat)
3. By 11:00 yesterday morning, we _______________ to three shopping malls. (be)
4. She called the police because someone _______________ her. (follow)
5. Julie didn't apply for the job because she _______________ already _______________ a different job. (find)
6. My brother _______________ never _______________ on his own before he got that apartment. (live)
7. I offered to drive him, but he _______________ already _______________ a taxi. (call)
8. I _______________ to call her when suddenly she knocked on my door! (try)

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D. Rewrite each sentence using the adverb of degree in parentheses.

I have no money at all on me. (absolutely)
I have absolutely no money on me.

1. I slept very little last night. (barely)
2. We'll be there soon. (almost)
3. You look so different that I almost didn't recognize you. (hardly)
4. I'll be done with this book soon. (nearly)
5. That is such a funny photo. (extremely)
6. The altitude was so high that I had a lot of trouble breathing. (barely)
7. The essay was in such bad shape, it had to be written all over again. (completely)
8. The hairstylist cut my hair shorter than I like. (too)

E. Circle the best adverb for each sentence.

1. I'll (probably / fortunately) apply to at least three colleges.
2. (Unfortunately / Presumably), we won't be able to join you for dinner. We have other plans.
3. I am (certainly / unluckily) not going to tell him something that will upset him.
4. He goes out every night. (Presumably / Honestly), he has a lot of friends.
5. You have a big smile on your face. (Obviously / Actually) you did well on the exam.
6. I would (certainly / presumably) recommend staying home today if you feel sick.
7. (Honestly / Apparently), I didn't know that the project was due today.
8. I'm having a dinner party on the 3rd, although (officially / naturally) I don't graduate until the 11th.
9. That is an extraordinary bracelet! (Presumably / Admittedly), you keep it in a safe place.

F. Complete each sentence about yourself.

1. One thing I absolutely can't stand is ______________________________.
2. I am completely happy when I ______________________________.
3. One time I almost ______________________________.
4. I'm very excited about ______________________________.
5. Unfortunately, I ______________________________.
6. Luckily, I ______________________________.
7. Admittedly, I am not good at ______________________________.
8. Sometimes I can be extremely ______________________________.
9. I have been told that I am quite ______________________________.
10. One thing I am very frightened of is ______________________________.

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2 Reading

Before Reading

Read the passage and underline details that tell you how a computer virus and a biological virus are similar.

Computer Viruses: A Headache for Humans

A computer virus is a computer program that has the ability to infect a computer without the user's permission, or even knowledge. There are more than a few similarities between computer viruses and human viruses.

Biological viruses enter the body through some kind of direct contact with the body and attach themselves to a *host cell*. The virus spreads, and the resulting damage can include pain, suffering, or even death. Similarly, computer viruses enter a *host file* in your computer when you open an infected email attachment. This virus then spreads, resulting in damage that can include deletion of files, emailing of all the addresses in the computer's email address book, a slowing down of the system, or even fatal damage to the hard drive.

If these viruses are so damaging, why do people allow them to infiltrate their computers? Because people are tricked into it. Viruses are sent attached to email messages. These emails use a variety of tricks to fool the reader into opening up the attachment. For example, some of these emails are designed to appeal to people's emotions. The "YOU HAVE WON" virus included an attachment titled "A-Gift-For-You.text.vbs." Users, thinking they had been sent a gift letter, opened the file, instantly releasing a virus and infecting their computer. Another common virus disguised as a personal message is "Koob." "Koob" is spread through messages sent through social networking sites. The emails have subject lines like, "You look funny on our new video." When users try to download the "video," what they really get is a virus.

Another common way email users are manipulated into opening attachments that contain viruses is with messages that appear to come from businesses that people frequently use. These typically include auction sites, delivery services, and financial institutions. One such virus is the "UPS/FedEx Delivery Failure." This email comes with a message informing the user that a package he or she had supposedly sent could not be delivered. Users are told to click on the attachment for a refund. In reality, of course, the attachment unleashes a virus.

Ironically, one virus-spreading email was disguised to look like an email about protecting the user's computer from viruses! The "Microsoft Patch" virus was spread through an email that urged the user to download a software patch to prevent viruses. This email even included the Microsoft™ icon, which fooled many into believing the email was legitimate. In reality, the "patch" was a virus. This virus was forwarded by millions of people, resulting in the infection of computers around the world.

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Do all you can to avoid exposing your computer to a virus. Think of the precautions you take against catching biological infections. You wash your hands and avoid contact with sick people. Extend the same care to your computer. Consider investing in antivirus software. And whatever you do, avoid opening emails with potentially infected files. You may just save your computer from contracting a nasty illness, and yourself from suffering a terrible headache.

After Reading

A. Complete each sentence with one of these words:

fatal	infiltrate	manipulated	precaution	urge

1. How did the spy _______________ the government building? Weren't there security guards on duty?
2. Due to several _______________ design flaws in the operating system, all the computers in the office crashed.
3. You must stop smoking. I _______________ you to consider the impact it has on your body.
4. The businessman _______________ the client to make him do what he wanted.
5. Elena thought it might rain. So she took the _______________ of bringing an umbrella.

B. Answer the questions.

1. What is a computer virus?
2. Describe the similarities between human and computer viruses.
3. What is the "UPS/FedEx Delivery Failure" virus?
4. What is ironic about the "Microsoft Patch" virus?
5. What are some steps you can take to prevent your computer from being infected by a virus?

Discussion

1. Has your computer or a friend's ever been infected by a virus?
2. How did it happen?
3. What did you do? What did your friend do?
4. Why do you think there are so many computer viruses?
5. What kind of punishment is appropriate for people who create and spread viruses?

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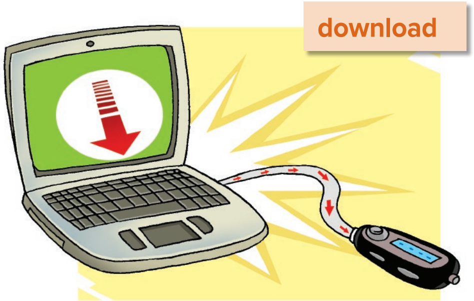
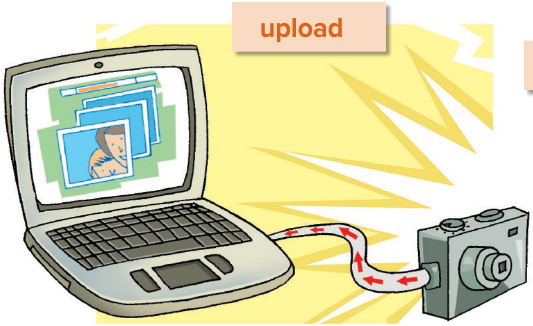
3 Language Plus Aa

A. Complete each sentence with one of the words shown.





1. A ______________ of supplies has arrived to help the victims of the earthquake.
2. You need to ___________ those crates carefully. They're full of computer equipment.
3. Grab an ______________ of dirty clothes and bring it to the laundry room.
4. We can ______________ our presentation onto the classroom Internet site.
5. You shouldn't ______________ that electrical outlet with so many appliances.
6. I'm going to _____________ a game from a new online game store.

4 Writing

Tools for Writing: Capitalization

Do not capitalize names of seasons.
Use a capital letter for:

- the first letter of the first word of a sentence
- the pronoun
- proper nouns (specific people, places, organizations)
- days of the week, months of the year, and holidays
- countries, nationalities, and languages
- the first word of a quoted sentence

Rewrite each sentence with correct capitalization.

1. my mother and i traveled to london together last year.
2. will james attend harvard university in the fall?
3. when i asked to see doctor atar, the receptionist said, "the doctor just left."
4. people from haiti speak french and creole.
5. this year, earth day falls on a tuesday.

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Writing Prompt

Write a personal narrative about a problem or difficult situation you have experienced. Explain how you solved the problem or dealt with the situation. For example, you might write about a time your computer crashed the night before a report was due, or a time you were stuck at an airport overnight. Include grammar points from Units 1–3.

A personal narrative is a story about something that happened to you.

Write Your Personal Narrative

1. Choose a problem or difficult situation you have experienced.
2. Think about the situation. How did it come about? How did you deal with it? Use the chart to organize your ideas.

Problem(s)	Solution(s)

3. Think of a title for your narrative.
4. Write your narrative.

Developing Your Writing: The Introduction

The first paragraph of your writing is the introduction. The introduction should grab the reader's attention by expressing something interesting that makes the reader want to read more. The introduction should also include a topic sentence that states clearly what the essay is about. All the other sentences in the introduction should support the topic sentence.

As you write your introduction, ask yourself:

- Is this paragraph interesting and engaging? Will it make the reader want to know more?
- Does it include a topic sentence that clearly tells the reader what the essay is about?
- Do the other sentences support the topic sentence?

The Day My Computer Crashed

I'll never forget the last day of my freshman year at Abbington High School. The year had gone very well. I had made new friends, enjoyed my classes, and was expecting good grades in all of my courses. But something unexpected happened on the last day of the year.

I had done well in Mr. Martinez's history class all year. So I was not concerned when we were asked to write a final paper. In fact, I was even looking forward to it. I spent weeks in the library, researching my subject, taking notes, and organizing my ideas. I had started writing the essay a week before it was due. By the night before it was due, I had finished writing the essay and just needed to run a spell-check. But as soon as I began the spell check, the screen froze...

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4 TV Around the World

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1 Listen and Discuss

1. What kind of television programs do you like to watch? Give some examples.
2. What kind of programs do you dislike? Why?
3. Which programs listed here would you watch? Which wouldn't you watch? Explain.

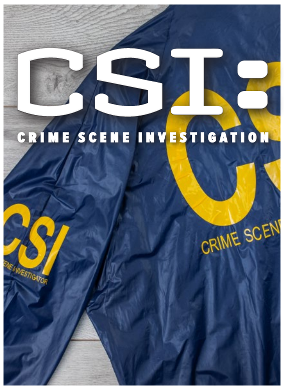
Jeopardy! **Tuesday, 9:30 P.M.**

Jeopardy! is a unique American quiz show that features trivia in history, literature, the arts, culture, science, sports, geography, wordplay, and more. The show is famous for its unusual answer-and-question format, which requires contestants to phrase their responses in question form, having been presented with clues. The first episode of the show was aired on March 30, 1964, and went through different stages, as a daytime series and a nighttime show. On September 10, 1984, *Jeopardy*! returned as a daily series with Alex Trebek as host.

Hoy **Monday, 9:00 A.M.**

This morning show, recorded live in front of an audience, is broadcast in the United States, Central and South America, and parts of Europe. A team of hosts offers family-oriented entertainment. On today's program, the guest chef cooks up some Peruvian shrimp, and a prosperous businessman gives advice to members of the audience.

National Geographic Channel
Thursday, 8:00 P.M. *The National Geographic Channel* is a television channel that features documentaries about science and technology, animals and nature, exploration and culture, produced by the National Geographic Society. It provides authentic and inspiring content for different age groups of viewers. The channel is dedicated to sharing factual knowledge and promoting genuine interest in our world, in an innovative and entertaining manner. National Geographic Channel was originally launched in the Middle East in 1998, followed by National Geographic Adventure in 2007, National Geographic Wild in 2008 and National Geographic Abu Dhabi in 2009. Today, it is available in 25 languages, in over 143 countries.



CSI: Crime Scene Investigation
Thursday, 9:00 P.M.

CSI is an American crime drama about a team of forensic scientists who investigate mysterious and unusual deaths. In tonight's episode, Grissom, Stokes, and Brown take on the puzzling case of a jogger killed in a park. At first the team suspects it is a strange accident. But they eventually discover that someone has been plotting a series of disturbing crimes.

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Top Gear **Wednesday, 9:30 P.M.**

Top Gear is an award-winning British television series about cars. It was originally launched as a conventional motoring magazine show. Since its relaunch in 2002, the new version has developed its own humorous style. The program is estimated to have about 350 million viewers worldwide. The show has received acclaim for its style and presentation as well as criticism for its content and some of the cutting comments made by presenters. It remains, however, one of the most popular motoring series worldwide.

Sasuke **Wednesday, 8:00 P.M.**

This popular Japanese sports entertainment program airs twice a year. Each three-hour special covers an entire competition in which 100 fighters and athletes compete in one of the most challenging physical contests imaginable. The contestants attempt to complete four levels of increasingly difficult obstacle courses to win the title of *Ninja Warrior.*

Quick Check ☑

A. Vocabulary. Complete the sentences with these words.

air	contestants	plot	puzzling
broadcast	inspiring	prosperous	version

1. Two words that mean "to transmit to an audience by radio or television station" are to ______________ and to ______________.
2. To plan something secretly is to ______________.
3. Someone who has had financial success is ______________.
4. Something that causes a feeling of excitement and strong desire to do something important is ______________.
5. People who take part in a contest are called ______________.
6. Something that is difficult to understand or solve is ______________.
7. A variation of an earlier or original thing is a ______________.

B. Comprehension. Name the show or shows.

1. Which show has attracted both positive and negative comments from reviewers?
2. Which show is broadcast in the morning?
3. Which show airs twice a year?
4. Which shows are available in more than 20 languages?
5. Which show has aired for more than forty years?
6. Which show might be enjoyed by a person who likes murder mysteries?

2 Pair Work

Create your own idea for a TV program. Decide on the kind of program and the title. Then write a brief description of the program.

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3 Grammar

Direct and Indirect Objects

A direct object is a noun or pronoun that receives the action of a verb.
A direct object answers the question *what* or *who*.

John wrote **the poem**. John likes **his new teacher**.

An indirect object tells us to or for *whom* the action is done.
There must be a direct object for there to be an indirect object.

John wrote **the poem** for *his mother*. John read **the poem** to *the audience*.

If there is a preposition, the indirect object goes after the direct object.

She gave *the remote control* to **me**.

If there is no preposition, the indirect object goes before the direct object.

She gave **me** *the remote control*.

When the direct object is a pronoun, the pronoun goes before the indirect object.

She gave *it* to **me**.

To and *For* Before Indirect Objects

Use *to* if the indirect object is receiving something. Use *to* with these verbs: *bring*, *confess*, *give*, *hand*, *lend*, *offer*, *pass*, *pay*, *promise*, *read*, *sell*, *send*, *show*, *take*, *tell*, and *write*.

Will you pass *a pillow* **to me**?

Note: The preposition *to* is not used when the indirect object comes before the direct object.

Will you pass **me** *a pillow*?

Use *for* if the indirect object is benefiting from some kind of help. Use *for* with these verbs: *book*, *build*, *buy*, *cook*, *find*, *get*, *keep*, *leave*, *make*, *order*, and *reserve*.

My parents bought *a new TV* **for me**.

Note: The preposition *for* is not used when the indirect object comes before the direct object.

His parents are buying **him** *a new TV* for his graduation.

With some verbs, the indirect object always follows the direct object, and the preposition *for* cannot be omitted: *answer*, *cash*, *change*, *close*, *fix*, *open*, *prepare*, *pronounce*, and *translate*.

Can you please translate *the program* **for me**?

A. Complete the conversation with ***for*** or ***to***.

Alex: What happened in last night's episode of *Fast and Safe*?
Omar: I recorded it (**1**) ______ you. It was great.
Alex: Tell me about it.
Omar: Well, Alan wrote an email (**2**) ______ Ahmed. In it, he confessed (**3**) ______ him that he had tampered with the engine of the car he was driving. Ahmed kept reading the email (**4**) ______ himself. He couldn't believe that Alan would do such a thing. Then Alan tried to make up for it. He got a fantastic car (**5**) ______ Ahmed to drive in this show. He bought a new helmet (**6**) ______ him. He even sent a limo (**7**) ______ Ahmed's house, to drive him to the studio.
Alex: What did Ahmed do?
Omar: Well, he was angry at first. Then he demanded that Alan make a public statement on the air and promise that he would never do anything like that (**8**) ______ him again.

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B. Rearrange the words to create two sentences: one with the indirect object placed after the direct object, and another with the indirect object placed before the direct object.

I sent / the TV schedule / John
I sent John the TV schedule.
I sent the TV schedule to John.

1. the comedian told / the audience / a joke
2. a glass of water / the talk show host poured / the celebrity
3. the sitcom dad gave / his wife / his wallet
4. his cheese / the cat / the cartoon mouse offered
5. the host passed / the microphone / an audience member
6. the judges offered / the contestants / advice
7. another chance / host offered / the contestant
8. the chef made / the studio audience / a dessert

C. Look at the pictures. Use your own ideas to complete the stories. Use direct and indirect objects.

Jamal had spent weeks planning a poster for ecotourism in his country...

Ahmed's parents were proud of his achievement and wanted to do something special for him...

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4 Conversation

Asma: What are you watching?

Noura: That game show with the teams of cooks. You know, the one where contestants need to prepare a 4-course meal as a team, plate it, and serve it to the judges.

Asma: Why would anyone want to compete in this kind of show? What do they get out of it? I don't know how you can watch this stuff. It's boring!

Noura: I get a kick out of it. Look! He's going to decorate that dish with flowers.

Asma: I can't believe he's going to put flowers on a meat dish. That's crazy. Why don't we turn off the TV and do something else?

Noura: No way! Don't touch that remote!

Asma: It bugs me to watch this. They pretend to be top chefs. But I'm positive they won't be allowed to do more than fry a couple of eggs after the end of this show. And they also pretend to be all friendly with each other.

Noura: I don't know. Some of them seem to know what they're doing.

Asma: I'm telling you, that contestant, there, is waiting for a chance to show off. He doesn't care about his teammates. He's in it to win for himself.

Noura: Relax. It's just a TV show.

Asma: C'mon. We're wasting our time watching this stuff. Don't be such a couch potato. What do you say we go shopping?

Noura: Nah. There's another game show on right after this.

Real Talk

get a kick out of = enjoy
remote = remote control
bugs = annoys
all = very, completely
C'mon. = Come on.
couch potato = someone who watches too much TV
Nah. = No.

About the Conversation

1. Describe the TV show Noura is watching.
2. How does Asma feel about this program? Give examples from the conversation.
3. Would you watch this program? Why or why not?

Your Turn

Role-play with a partner. Discuss a current TV or game show. Talk about what will happen next on the show and who will win. Use phrases for expressing certainty from the box.

Expressing Certainty

I'm sure/certain/positive that…
There's no question that…
It's obvious that…
I'm telling you that…

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5 Listening

Listen to the conversation between the quiz show host and the contestant. Then complete the chart.

Things that have a positive impact on Imad's performance

Things that have a negative impact on Imad's performance

6 Pronunciation

A. In casual speech, ***going to*** is often reduced to /*gonna*/, and ***want to*** is often reduced to /*wanna*/. Listen and practice.

1. I'm not **going to** let any of that stop me.
2. There's no question in my mind that you're **going to** overcome all your problems.
3. You're **going to** be answering questions.
4. I **want to** congratulate you.
5. I **want to** take a minute to say thank you.
6. We **want to** prove that hard work pays off.

B. Find ***going to*** and ***want to*** in the conversation you read on page 58. Underline them and practice reading the sentences aloud. Remember to shorten them to *gonna* and *wanna*.

7 Vocabulary Building

A. You will see these words in the reading on pages 60 and 61. Match the words with their meanings.

1. ______ evolution
2. ______ distinct
3. ______ prototype
4. ______ transmit
5. ______ patent
6. ______ milestone
7. ______ affluence

a. having plenty of money and possessions
b. the gradual change and development of an idea
c. a model used to test a new machine, car, etc.
d. a very important event in the development of something
e. obtain the right to make or sell a new invention or product
f. send out
g. clearly different

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Television is popular around the world.
Why do you think it is so popular?
How much do you know about television?

A Brief Overview of the History of Television

Television was not invented overnight by a single person. The work of many people over a number of decades contributed to its evolution.

In the early days, two distinct schools of thought in technology influenced different researchers and the course of their investigation. The first one was based on the technology of Paul Nipkow's rotating disks that supported a mechanical television system, and the second one on an electronic television system that used a cathode-ray tube developed independently by two inventors, Campbell-Swinton and Rosing.

Paul Nipkow (1860-1940), who invented the Nipkow disk in 1884, was the first person to discover the scanning principle that allowed small portions of an image to be analyzed and transmitted. However, it is unclear whether Nipkow actually built a working prototype of his television system.

Electronic television is based on the development of the cathode-ray tube, which can still be found in modern television sets. Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions. The American engineer started experimenting with electricity when he was 12, when he built an electric motor and produced an electric washing machine. He was still in high school when he conceived of his ideas for television.

A lot of people wrongly believe that color television is a recent idea. In actual fact, the earliest proposal for color television was patented in 1904, while in 1925 Zworykin filed his proposal for an all-electronic color television system. Commercial broadcasting, however, started in the early 50s, a quarter of a century later.

John Baird (1888–1946) is a researcher who is best remembered for inventing a mechanical television system, based on Nipkow's scanning disk idea. Actually, his work included a number of technological milestones in the history of television. He created the first televised pictures of objects in motion (1924), the first televised human face (1925), color television (1928), stereoscopic television, and television by infra-red light that were presented and demonstrated before the 1930s.

Vladimir Zworykin (1889-1982), the inventor of the iconoscope, a transmission device, as well as the kinescope, i.e. the cathode-ray tube, in 1929, was one of the first to demonstrate a television system with all the features of modern television, otherwise called "the tube." Most people in Britain that use the word *tube* to refer to television, fail to make the connection between the television set and the cathode-ray tube. Nor do people stop and think about the meaning of the word television, which refers to the transmission of images over a distance. In 1929 Zworykin became the director of electronic research at Radio Corporation of America (RCA), and was later promoted to vice-president in 1947. Zworykin invented many devices including the scintillation counter, a device for measuring radioactivity. He held more than eighty patents and received numerous awards for his work.

Louis W. Parker patented the "intercarrier sound system" in 1948, which is now used in all television receivers in the world. Without it, televisions would probably have been too costly for most people.

The plasma display monitor was invented in July 1964 by professors Bitzer and Slottow and their graduate student Robert Wilson. However, successful plasma television only became feasible later, after the development of digital and other technologies. A factor that delayed the commercial development of plasma display was connected with LCD or liquid crystal

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displays which made flat screen television possible. This minimized one of the advantages of plasma television in terms of a flat screen with an improved image. So it has taken a lot longer for plasma display to become more widely acceptable and accessible. Until recently, a plasma television screen was regarded, to some extent, as a symbol of affluence or status along with other possessions.

Now a new development is affecting communication and media further, namely that of web or Internet television. When Internet access is available along with adequate hardware, more and more viewers appear to be switching over to their laptops or desktops to watch films and other programs. Television sets are connected, allowing access to digital channels. The key word seems to be access. It is quick access and options that determine the popularity and, consequently, the commercial success of a medium. Television has so far been fairly well-established; it remains to be seen how digital technology will affect its evolution in the future.

After Reading

Answer the questions.

1. Explain what the two main schools of thought were in the early days.
2. How did Philo Farnsworth transmit an image? What did he use?
3. How old is the concept of color TV?
4. Why is television called "the tube" by some people?
5. How did Parker's system affect developments?
6. Read the text again. Find each inventor's name, the name of his invention, and the approximate year. Write the information in the chart along with the effect that each invention had on the evolution of television.

Year	Inventor	Invention	Effects

9 Speaking

1. Make a list of your favorite TV shows and why you like them.
2. Talk about TV shows in groups and use the chart to make notes. Compare your lists and decide which shows are popular within your group.
3. Use the chart to find out about the rest of the groups in class and make notes. Organize and edit your notes in your groups. Compare findings in class.

Questions	Group answers	Class answers
Which TV shows are the most popular among your friends?		
Why are these shows popular with your friends?		
What do you like about these shows?		
What do you dislike about these shows?		

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10 Writing

A. Consider the questions below and discuss with a partner:

1. What genre of TV films do you like to watch? Do you prefer action films, science fiction, fantasy, comedy or drama?
2. Do you ever need to summarize the plot of a TV film for a friend? Why?
3. What information do you include in your summary? What information do you leave out? Why?
4. Read the review of a TV film below and find out the following:
   - What is the name of the TV film?
   - What genre does it belong to?
   - Which actors star in the TV film?
   - What information can you find about the characters, the setting and the plot?
   - How does this TV film compare to other TV films of a similar genre? How does it compare with the book?
   - Does the writer of the review recommend this TV film? Why? Why not?
5. Which tenses/verb forms are used more? Could they be different?
6. Are there any passive forms? Why? Why not?
7. Are there any paragraphs? Why? Why not?

A terrifying adventure on water

Moby Dick (1956), directed by John Huston and starring Gregory Peck, Richard Badehart and Leo Genn, is a TV fantasy film adapted from the bestselling novel by Herman Melville.

The story takes place in 19th century England on a whaling ship. The captain of the ship is Captain Ahab. Ahab has a fantastic story to tell about a "great white whale" which mutilated his body and almost killed him on a previous voyage. Now the captain leads his men back into the sea to take revenge. However, Ahab becomes so obsessed with vengeance that he makes some very bad decisions.

The TV film takes us on a grand adventure over the waves as Captain Ahab and his crew seeks out the great sea mammal. As Ahab becomes more and more consumed by hatred, his doomed men are flung into dangerous situations. Does Captain Ahab eventually find the big whale? To find out you will have to watch the film!

If you choose to watch one film version of the novel *Moby Dick*, you should choose this 1956 version. The acting is good, it is well-directed and the use of color and imagery is superb. I think it is far superior to more recently released TV film versions.

Everyone who read the book and those who enjoy adventure and tales of great battles between man and beast should see this TV film. I definitely recommend it as one of the best of our times. It is staggeringly good.

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B. 1. Think of a book you have recently read. Make some notes in the chart below.

Title of book: ____________________

Author: ____________________

Fiction / non-fiction / genre:

____

Information about the characters, setting, plot, etc.:

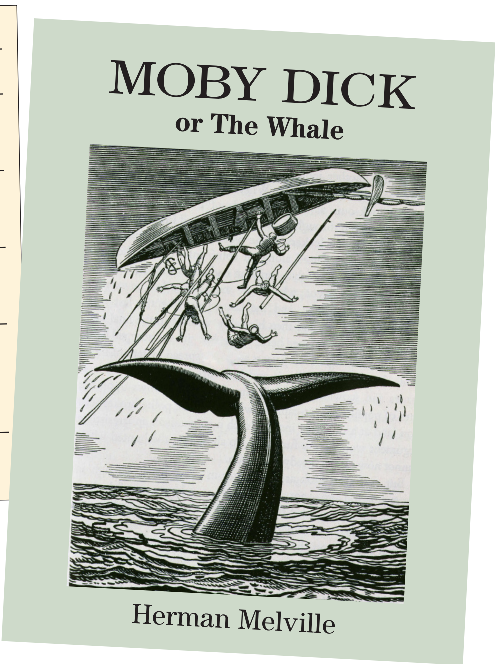
____

Comparison and contrast (this book vs. other books):

____

Would you recommend it? Who should read the book? Who would like it and why?

____



2. Use the organizer to outline the major 3 key events in the plot (but do not give away the ending).

3. Write your book review.

	Information
First Event	
Second Event	
Third Event	

A Fishy Tale

Moby Dick, written by Herman Melville and first published in 1851, is a literary classic.
It tells the story of Captain Ahab's quest to avenge the whale...

Writing Corner

When you write a book review:

- think about who will read it (audience) and why they will read it (purpose).
- begin with the title, genre and author.
- summarize the main characters and the plot. Give three or four key events.
- never give away the ending of the story.
- say what was enjoyable or not enjoyable about the book. Use adjectives: interesting, frightening, brilliant, amazing, boring, and so on.
- finish by saying who you would recommend the book to and say why.

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11 Form, Meaning and Function

Articles

We use the indefinite article *a/an* before singular nouns.
We use *a* before words that begin with a consonant sound: **a** TV show, **a** chef, **a** festival
We use *an* before words that begin with a vowel sound: **an** English class, **an** aunt, **an** uncle
We use the definite article *the* before singular and plural nouns:

the student	**the** students
the mango	**the** mangoes

Use *the* for objects that are one of a kind:

the Earth	**the** sun	**the** moon
the stars	**the** sky	**the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states:

the Red Sea	**the** Amazon	**the** Eiffel Tower
the Arabian Desert	**the** Alps	**the** United States

Use no article before the names of days, months, people, streets, cities, countries, continents, mountains and islands:

Fahd is my brother.	I live on Main Street.	He's in Dubai on vacation.
She went to Europe with her parents.	Mount Olympus is in Greece.	The festival starts in May.

A. Read the two extracts from the TV show *Festivals in and around Saudi Arabia*. Complete the paragraphs with *a, an, the*, or no article (-).

TV show host: When did you first hear about the Jazan Mango festival?

Visitor: Well, I first heard about (1) ______________ Jazan Mango Festival three years ago from (2) ______________ business colleague in (3) ______________ Dubai. He told me that every year in (4) ______________ May, Jazan holds (5) ______________ Mango Festival to coincide with the harvest of the mango. So, I decided to come and see for myself, and I wasn't disappointed! (6) __________ festival is very popular and many people attend, including investors in agricultural products and families. There is lots of entertainment . . .

TV show host: Every year in (7) ______________ Saudi Arabia, (8) ______________ Janadriyah national heritage and culture festival opens with much excitement and high expectations. Many people from all over the country and from abroad attend. The Janadriyah festival takes place in (9) ______________ village near (10) ______________ Riyadh, and it is normally held between (11) ______________ November and (12) ______________ March when the heat is less extreme. It lasts for two weeks. The festival celebrates symbols of Saudi identity. There are (13) ______________ camel and horse races, displays of regional costumes, cuisines, and crafts such as carpet-weaving, and pottery. There are donkey rides for (14) ______________ children ...

B. Choose one of the festivals in exercise **A** and complete the extract with your own ideas. Share your ideas with your classmates.

____

____

____

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Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

The *language* **that he/she speaks at home** is Arabic.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

Note: The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone **who** loves watching quiz shows on TV.

Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

English is a language **(that)** many people find easy to learn.

Note: *Whom* is considered more correct than *who* when used as the object of an adjective clause. However, *whom* is very formal. In casual speech, either *who* is used or the relative pronoun is simply left out.

The TV personality **(who[m])** I like best hosts Jeopardy! every Saturday night.

C. Complete the quiz answers asked in the TV show *Define it!*

TV quiz show host: You have 3 minutes to define all the items on your card. Contestants, are you ready? Then let's begin ...

1. A quiz show host is a person ______________________________.
2. A crime drama is a show ______________________________.
3. A microphone is something ______________________________.
4. A daytime series is a program ______________________________.
5. A TV documentary is a program ______________________________.
6. A forensic scientist is a person ______________________________.
7. A poem is something ______________________________.
8. A remote control is something ______________________________.
9. The Mango Festival in Jazan is an event ______________________________.
10. August is the month ______________________________.

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12 Project

1. Prepare a five-minute episode for a TV show you would like to produce. Work in groups.
2. Decide on:
   - the type of program
   - the roles/jobs of the people involved
   - the episode and what happens in it, i.e. events.
3. Prepare the script, i.e. what people will be saying. Prepare cards for each person that needs to speak in your film/video.
4. Complete the chart with information and details about 5 minutes of your episode.
5. Research and find ideas and samples to help you.
6. Find or make the props you will need, e.g. an umbrella, sunglasses, a scarf, etc.
7. Assign these roles/tasks to members of your group:
   - cameraman
   - director
   - actors, contestants, host, interviewer, etc.
8. Do a trial run. Make changes if necessary.
9. Film 5 minutes of your episode.

Timing	Who is in front of the camera/in the frame?	Where is the person/are the people?	What is the person/are the people saying?	What is the person/are the people doing?	Materials/ props needed
1st minute					
2nd minute					
3rd minute					
4th minute					
5th minute					

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13 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss types of TV programs			
express and explain preferences			
express certainty			
use direct and indirect objects			
use *to* and *for* before indirect objects			
talk about festivals and use articles			
use relative pronouns as subjects			
use relative pronouns as objects			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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5 Working 9 to 5

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Each person is going to tell us a little bit about what their jobs entail. Can you guess what their jobs are?

1 Listen and Discuss

1. Name a few jobs that you think would be very rewarding. Explain.
2. Name a few jobs that you think would not be satisfying at all. Explain.
3. Read the job descriptions and match them with the photos.

I often need to spend quite a lot of time researching the natural resources and materials of an area before I can design and start construction. I specialize in environmentally friendly buildings which utilize alternative sources of energy such as solar energy. Ahmed Badri - Profession: ________________

I'll be the first to admit that I drive dangerously. Yet I've never gotten a ticket. No police officer has ever even told me, "I want you to slow down." Even though I spend a lot of time driving, I never really arrive at a destination.
Aston Sena - Profession: ________________

I am a keen and respectful observer of nature. I often spend a lot of time in the lab, but I enjoy fieldwork more. It is really rewarding to observe animals in their natural habitat and collect information. It helps us determine the status of the species; if it's endangered or not.
Khaled Hussain - Profession: ________________

I have recently been promoted and have a better income. I am now responsible for the surgical ward and I need to be on the job 24 hours a day, six to seven days a week. I need to make sure records are kept on treatment and progress, and advise doctors about patients' conditions. I also have to check and monitor supplies, equipment, materials, and medicine.
Fahd Khamis - Profession: ________________

I spend a lot of time cutting and sewing, but I don't work with fabric. The people I work for never see me do my work. In fact, they are often asleep when I'm at work. But I have no doubt that they appreciate what I do. I certainly get a great deal of satisfaction from my job.
Walter Lee - Profession: ________________

When I am on night shift, I feel that I need to be more alert and keep an eye on the screen and my instruments at all times. I handle pressure well and I can cooperate with pilots effectively during emergencies. I have always been interested in aviation and electronics.
Ahmed Al Otaibi - Profession: ________________

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surgeon

zoologist

university professor

nurse

scientist

air traffic controller

Quick Check

A. Vocabulary. Match the words with their meanings.

1. ______ satisfaction	**a.** to work together well
2. ______ status	**b.** money received or earned
3. ______ entail	**c.** polite, showing consideration
4. ______ appreciate	**d.** feeling of contentment
5. ______ income	**e.** state or condition
6. ______ cooperate	**f.** to involve or require
7. ______ respectful	**g.** to be grateful for

B. Comprehension. Name the job or jobs.

1. Which job requires that the person be willing to accept responsibility?
2. Which jobs require a medical degree?
3. Which job requires a person who likes nature?
4. Which job requires the person have kindness and consideration?
5. Which job requires the person not to be scared of taking risks?

lawyer

2 Pair Work

With a partner, create your own clues for two or three jobs. Read the clues to your class. See if your classmates can guess the jobs.

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3 Grammar

The Subjunctive

We use the subjunctive to stress the importance or urgency of an action. The subjunctive uses the base form of a verb.

The manager insisted that he **work** late.
It is important that you **be** at the meeting.

The subjunctive is used with certain verbs and expressions, like the following:

ask	request	it is essential
demand	require	it is imperative
insist	suggest	it is important
recommend	urge	it is necessary

The subjunctive follows the sentence pattern:
verb or expression + *that* + subject + (*not*) base verb

It is essential that you **dress** appropriately.
She **asked** that we **not be** late.

I'd Like You + Infinitive / *I Want You* + Infinitive

Two common phrases used to express a desire that someone do something are *I'd like you* + infinitive and *I want you* + infinitive.

I'd like you to help with this project.
I want you to finish the report this afternoon.

A. Rearrange the words and phrases to form sentences.

asks / I work on the weekend / my manager often / that
My manager often asks that I work on the weekend.

1. he / that / bring his résumé to the interview / he recommended
2. I / to tell me / want / you / about any problems you have
3. the waiting room / the nurse / that / be kept quiet / requests
4. not / demanded / the boss / he / be late again / that
5. that / you go home early / I / if you're not feeling well / insist
6. you / applying for the job / like / to consider / I'd
7. I look for a job in sales / suggested / that / my job counselor
8. not / that you / quit your job before you find a new one / it is essential
9. that / it is imperative / wash his hands before entering the operating room / the doctor
10. that / race car drivers / it is important / the necessary safety precautions / take

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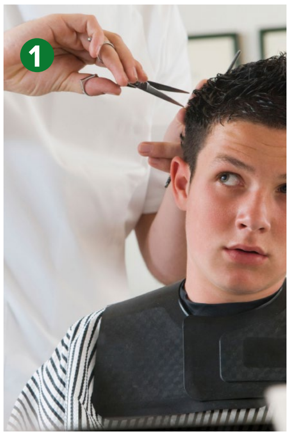
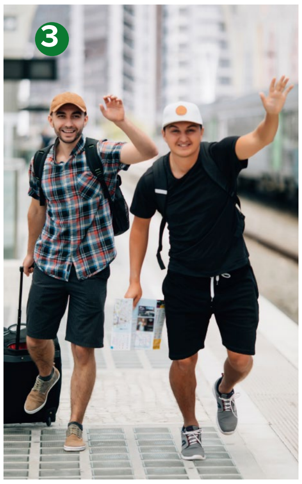
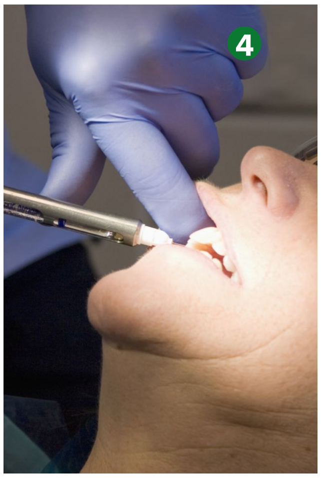
B. Look at the pictures. What do you think is being said? Write a sentence for each using the subjunctive or *I'd like you* / *I want you* + infinitive.

It is essential that we not be late for the meeting.







C. Write sentences for these situations. Use the subjunctive and *I'd like you* / *I want you* + infinitive.

1. Imagine you are a doctor speaking with a patient who has a very unhealthy lifestyle. The patient smokes, eats lots of fast food, doesn't get any exercise, and doesn't get enough sleep. What would you say to this patient?
2. Imagine you are a teacher speaking with a student who is doing badly in your class. The student is not studying for tests, is talking in class, is not doing homework, and does not take notes in class. What would you say to this student?

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4 Conversation

Adnan: Hey, Rob. I'm in a bind. Can you help me out?

Rob: What's the problem?

Adnan: I'm supposed to work tomorrow, but there's something I've got to do. Could you cover for me?

Rob: You just asked me to cover for you on Monday. What's so important that I have to keep doing your job?

Adnan: OK, I'll tell you, but I'd appreciate it if you would keep it to yourself. I'm interviewing for another job, and I'm really close to getting it.

Rob: You were just hired here a few weeks ago. I can't believe you're thinking about leaving already.

Adnan: Yeah, I know. But the job I'm interviewing for is a dream job. I'd be a tester at a video game development company.

Rob: No kidding? Wow. Well, I still don't think it's right for you to jump ship like that, but all right. I'll cover for you.

Adnan: Thanks a lot. I'm going to take off now.

Rob: Hey, Adnan?

Adnan: Yeah?

Rob: If you get the job, do you think you could ask them if they need anyone else?

Adnan: Will do.

Real Talk

in a bind = in a difficult situation
help me out = do me a favor
cover = take someone's place, often in a work situation
keep it to yourself = not tell anyone
No kidding? = Really?
jump ship = leave a job suddenly, usually to go to a new job
take off = leave
Will do. = short for "I will do it."

About the Conversation

1. Why does Adnan ask Rob to cover for him?
2. How does Rob initially react to the request?
3. What favor does Rob ask of Adnan?

Your Turn

Role-play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases for asking for favors.

Asking for Favors

Do you think you could...?
Do me a favor and...
I'd really appreciate it if you would...
Would it be possible/too much trouble...?
What are the chances you could...?
I hate to ask, but...

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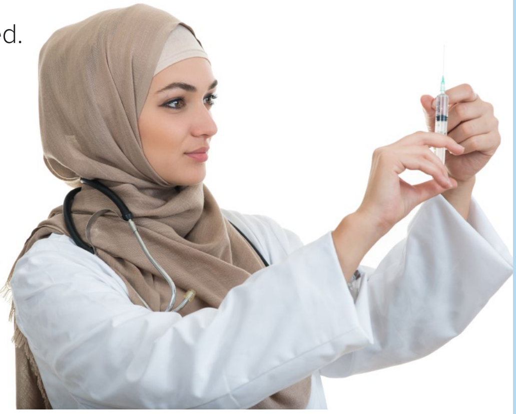
5 Listening

Listen to the results of a survey on job satisfaction.
Complete the chart.

Job	Majority Satisfied?	Reason
1. social workers	Yes / No	
2. firefighters	Yes / No	
3. authors	Yes / No	
4. lawyers	Yes / No	
5. pediatricians	Yes / No	
6. cashiers	Yes / No	
7. telemarketers	Yes / No	

6 Pronunciation

In words ending with *-tion*, *-cian*, and *-sion*, the next-to-last syllable is stressed.
Listen and practice.



1. Firefighters are in second **position** with an impressive 80 percent **satisfaction** rating.
2. Not all prestigious **professions** did as well as expected.
3. Both **physicians** and lawyers scored only 48 percent each.
4. **Pediatricians** proved to be an interesting **exception**.
5. Fast food **preparation** workers have a 34 percent **satisfaction** rating.
6. Job **selection** is one of the most important **decisions** we make.

7 Vocabulary Building

A. You will see these words in the reading on pages 74 and 75. Match the words with their meanings.

1. ______ analyze
2. ______ determine
3. ______ identifying
4. ______ allergens
5. ______ identical
6. ______ flair
7. ______ captive
8. ______ infection

a. disease or sickness received from someone or something
b. exactly the same
c. to decide or discover
d. confined, kept under restraint or control
e. a natural talent or ability
f. determining what something is
g. to study closely
h. substances that cause sensitivity or reactions in some people

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Read the passages and make a list of the unusual jobs.

You Do *What* for a Living?

When you were a kid, what did you want to be when you grew up? Perhaps a doctor, a teacher, or a firefighter? You probably didn't consider becoming a greeting card writer or a snow researcher (a person who collects ice crystals in snow to analyze the effect of pollution on an area of snowfall). Yet thousands of people around the world earn a living performing unusual jobs that most people have never even heard of.

Take Lily Martinez, for example, she has a job that girls around the world would dream about doing—if they only knew about it! Martinez is a doll fashion designer. She remembers, "As a girl, I would design one-of-a-kind outfits for my dolls." Her work is very similar to the work of regular fashion designers. She analyzes fashion trends, chooses fabrics, draws design sketches, and keeps a close eye on the styles of Paris and New York. Only she does all this to create clothing for 11 ½-inch (29-centimeter) dolls!

Do you have an artistic flair and an interest in science? Do you have a strong sense of taste, smell, and imagination? Then you might make an ideal flavorist. A flavorist is a person who creates natural and artificial flavorings that go into foods. Their work entails first identifying the individual chemicals found in nature. Then they recreate the flavors using different chemical combinations. Such manufactured flavors often last longer, have a stronger flavor, and smell better than flavors found in nature. These flavors can also avoid the allergens sometimes contained in natural flavors.

According to Carol Militescu, a senior flavorist, there is not one single way to create a flavor. "Different chemical combinations can make the same flavor. You might think the flavors are identical, but how you put the chemicals together makes them very different." Militescu says that to be a successful flavorist, it is essential that you "think outside the box."

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But perhaps you would prefer a job working with animals? If so, you might consider a career as an elephant pedicurist. It may sound silly, but keeping elephants' nails clean and trim is critical to their health. Like human nails, elephant nails grow continuously. Elephants in the wild wear down their nails naturally, but captive elephants have fewer opportunities to roam. Elephant pedicurists scrape the bottom of the elephants' feet to get rid of calluses, dirt, and embedded rocks that can cause infection. They also trim, file, and shape the elephants' nails.

Mike Hayward, the elephant pedicurist for the Ringling Bros. and Barnum & Bailey Circus®, loves his job. He gives pedicures to his twelve elephants every five weeks. The elephants generally cooperate with Hayward, waiting patiently through the two-hour process. Says Hayward, "It's almost like not going to work because the elephants are like my family."

So the next time you mull over your future career path, you might want to consider some non-traditional career options. After all, there just may be a new flavor waiting to be discovered, or an elephant whose feet will benefit from your expert care.

After Reading

Answer the questions.

1. What is Lily Martinez's job?
2. What are some of her responsibilities?
3. Describe what a flavorist does.
4. What are some of the benefits of manufactured flavors?
5. What does giving an elephant a pedicure entail?
6. Why is it important to give pedicures to captive elephants?

9 Speaking

1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?
2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

The unusual job		What is it?	What does it entail?	Do I like it or not?
1	odor judger			
2	golf ball diver			
3	cheese sprayer			
4	gum buster			

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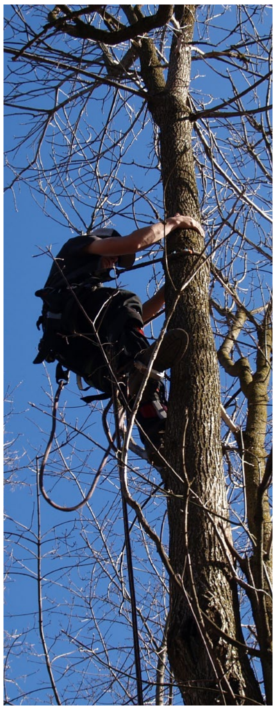
10 Writing

A. Read about some more unusual jobs and complete the job title. Work in pairs. Compare your ideas in class.

______________ consultants:	The people who advise construction companies and manufacturers on vibration and noise problems and suggest solutions.
______________ authenticators:	The people who differentiate between true/authentic and fake paintings.
______________ consultants:	The people who advise riders on how they can have the most comfortable horseback ride with the most suitable riding accessory.



1. Read the essay and find out the following:
- What does an arborist do?
- What kind of qualifications does he need to have?
- Which personal characteristics should he have?
- What are his employment prospects?

2. What is your view as a reader?
- Are ideas and information presented clearly?
- Does the writer provide explanations, examples, or reasons when necessary?
- Does the essay answer your questions about what an arborist is/does?

3. Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on.
- Paragraph 1: ______________
- Paragraph 2:______________
- Paragraph 3: ______________
- Paragraph 4: ______________

4. Notice which paragraphs provide:
- the writer's view and/or opinion
- objective information and/or view

5. Are there any passive forms? What are they used for?

6. How are ideas and facts connected? Provide examples from the text.
- conjunctions/linking words
- combined clauses/sentences
- use of pronouns

The Job of an Arborist

Although my parents would like me to become a doctor or a lawyer, I am interested in a very different kind of job. I would like to be an arborist, a sort of doctor for trees.

To become an arborist, it is essential that you have a related bachelor's degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.

Arborists are hired by individuals or organizations to keep trees healthy and attractive. They fertilize, prune, plant, and cure trees. In other words, they are a kind of official "tree carer." They are considered experts in their field. For this reason, they need to attend workshops and seminars throughout their career in order to keep up with developments.

I think it's perfect for me. I am interested in working in nature and taking care of things. I like trees. I am patient, methodical, and hard working. Finally, given current trends towards greener alternatives, I think there will be plenty of work for arborists in the future, so unemployment will not be a problem.

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B. **1.** Write an essay about an unusual job you might like to have.

2. Before you write, think about and/or find on the Internet:

- a description of the job
- the background you should have for this job
- personal characteristics that would help you perform the job effectively

3. Use the chart to help you brainstorm and organize your information.

Job description

Job responsibilities

JOB

____

Important background

Helpful characteristics

The Job of a/an ______________________

Although I am good at ______________________ and ______________________,

everybody expects me to become a ______________________

I would like to be a/an ______________________

Writing Corner

When you write an opinion essay:

- note down what you know about the topic and collect new information.
- note down your personal views on the topic and express your feelings and opinions.
- combine your views and feelings with the relevant information and organize each paragraph.
- remember that it is your essay and your voice needs to come through.

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11 Form, Meaning and Function

Tag Questions

We use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

You will go to the bank, **won't you**?
You won't work this Saturday, **will you**?
There's a cash machine on Main Street, **isn't there**?
They are not going to go look for another job, **are they**?

They invested in the property market, **didn't they**?
He didn't get the job, **did he**?
It was the night shift you wanted, **wasn't it**?
You are working today, **aren't you**?

Polite Ways to Ask for Information with *Can, Could* and *Would*

Excuse me, can (could) you tell me **where the bank is**?
Can (Could) you tell me **where the bank is**?
Would you be able to tell me **where the bank is**?
Would you mind telling me **where the bank is**?

Polite Ways to Make Requests with *Can, Could* and *Would*

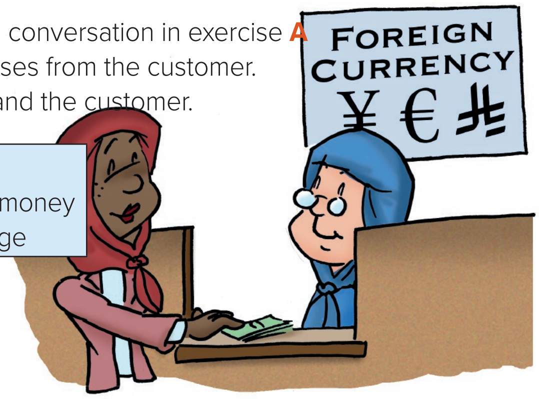
Q: Can you give me your credit card details, please? **A:** Certainly.
Q: Could you help me? **A:** Of course.
Q: Would you open the window, please? **A:** Sure.

A. Read the conversation between the bank teller and a customer. Use *could, would* and question tags to complete the conversation.

A: Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.
B: Of course, Madam. (1) ________________ I have a form of identity, please?
A: Sure. Here you are.
B: Thank you. So you want the total amount in 50 euro notes, (2) ________________ you?
A: Yes, that's right.
B: Is there anything else I can do for you today, Madam?
A: Yes, please. I'd also like to change some American dollars into Saudi riyals? You charge commission, (3) ________________ you?
B: Yes, Madam, we do. Our rates are displayed on the board.
A: I see, thanks. (4) ________________ you mind telling me how many Saudi riyals I will get for 1,000 dollars?
B: Of course. At today's exchange rate you will get ...

B. Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise A using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

pay a utility bill • make a deposit • make an international payment
order a new debit card • open a savings account • transfer some money
apply for a credit card • buy health insurance • apply for a mortgage



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Express Obligation: *Must, Mustn't, Have to*

We use *must, mustn't* and *have to* to express obligation in the present and the future.

You **must** stop at the 'STOP' sign.
You **mustn't (must not)** arrive late to work.

You **have to** slow down at this junction.
You **have to** be at the office at 9 a.m.

Note: *Mustn't* means you are not allowed to do something. There is no past tense of mustn't. The past tense of *must* and *have to* is **had to**.

Express Necessity and Lack of Necessity: *Have to, Need to, Needn't, Don't have to, Don't Need to*

We use *have to* and *need to* to express necessity in the present, past and future. Use the negative form to express lack of necessity.

Q: What do you **have (need) to** do today?
A: I **have (need) to** finish a report for work but I **don't need to (needn't)** hand it in until tomorrow morning.
Q: What duties **did** you **have (need) to** perform in your last job?
A: I **needed (had) to** answer the phone and deal with customer complaints.
Q: What **will** we **need to** do before we leave for the conference in Abu Dhabi?
A: We **will have (need) to** book an airport taxi. We **won't have (need) to** find a hotel. I've done that already.

C. With a partner, discuss what you have to and must do in the situations shown on the international traffic signs.

1. No Parking

2. No Passing

3. Speed Limit

4. No Entry

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

D. Read page 68 again. Choose one of the professions and imagine you are working in that job. What duties and responsibilities did you perform as part of your job last week? Write them next to each day. Tell your partner what you had to do. Use *had to, didn't have to, needed to,* and *didn't need to*.

Sunday ______________________________
Monday ______________________________
Tuesday ______________________________
Wednesday ______________________________
Thursday ______________________________
Friday ______________________________
Saturday ______________________________

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12 Project

1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
2. Work in pairs or groups. Decide on three great jobs, then search and collect information about each.
3. Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster.
4. Present in class.

Job title	1 ________________	2 ________________	3 ________________
Duties and activities			
Requirements			
Personal characteristics			
Employment prospects			
Career prospects			

When you prepare a PowerPoint presentation, remember to:

- think of your audience and what they might want to know
- select key points and words
- use appealing visuals and a few points on each slide
- rehearse in your group and make changes

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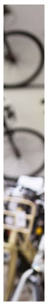

13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions *I'd like you* + infinitive and *I want you* + infinitive			
make requests and ask for information			
express obligation, necessity and lack of necessity			
use tag questions			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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6 Going Green

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1 Listen and Discuss

Read the questionnaire and then:

1. Write a definition for ***Go Green***.
2. Write some ways a person can ***Go Green***.

How Green Are You?

1. What do you do when you finish using your computer for the day?

a. I leave the computer on so that I don't have to wait for it to boot up the next morning.
b. I put the computer in "sleep" mode.
c. I turn the computer off, so it doesn't waste any energy at all.

2. When you go shopping, what kind of bag do you use for your groceries?

a. I put all my groceries into double plastic bags.
b. I put them into brown paper bags.
c. I wouldn't consider using anything but the reusable canvas bags that I bring with me.

3. What kind of fruits and vegetables do you prefer eating?

a. I prefer eating fruits and vegetables that look perfect. I don't mind if pesticides were used to grow them.
b. I prefer to eat organic fruits and vegetables when possible.
c. I prefer to eat organic fruits and vegetables that I've grown myself.

4. What is the source of your drinking water throughout the day?

a. I buy individual bottles of water and drink them throughout the day.
b. I buy one bottle of water and refill the bottle throughout the day.
c. I fill a glass with water from a large reusable bottle throughout the day.

5. Do you recycle your garbage?

a. Recycling takes too much effort. I just throw all of my garbage in the trash can.
b. Sometimes I forget to recycle items, but I intend to get better about it.
c. I put all of my plastic, paper, glass, and metal garbage in recycling bins.

6. What would be your most important consideration when buying a car?

a. I'd be most concerned with having a big, cool-looking car.
b. I'd be most concerned with fuel efficiency.
c. Cars are bad for the environment. I just use public transportation, or my feet!

7. How do you set your air conditioner on a hot day?

a. I hate being hot! I turn the air conditioner up until the house almost feels cold.
b. I set the air conditioner at a comfortable temperature during the day and turn it down at night.
c. I set the air conditioner fairly low and dress in light clothing to keep cool.

8. Do you try to conserve water?

a. I never think about water. I love taking long, hot showers.
b. I try to be aware of my water consumption. I take quick showers and turn off the tap while I'm brushing my teeth.
c. I try hard to conserve water. I collect rainwater in a tank and use it for watering my garden.

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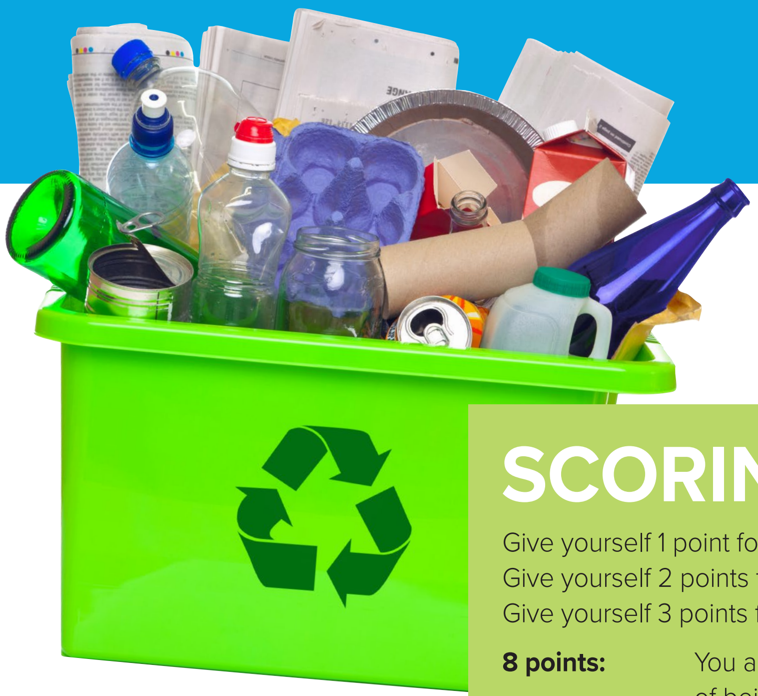

SCORING

Give yourself 1 point for each "**a**" answer.
Give yourself 2 points for each "**b**" answer.
Give yourself 3 points for each "**c**" answer.

8 points: You are a very light shade of green. Try to learn more ways of being environmentally responsible.

9–16 points: You are medium green. You make a real effort to care for the environment. Challenge yourself to become even greener!

17–24 points: You are the deepest green! Your actions make a big difference! Congratulations, and keep up the good work.

Quick Check ☑

A. Vocabulary. Complete the sentences with these words:

conserve	organic	source
consumption	pesticides	air conditioner

1. It's freezing in here. Why is the ______________ set so high?
2. Half of the average family's energy ______________ is used for heating and cooling their home.
3. Farmers use ______________ to stop bugs and weeds from killing their crops.
4. ______________ food is produced entirely without chemicals.
5. Pollution is the ______________ of many environmental problems.
6. When the cost of electricity increases, people are more likely to ______________ energy.

B. Comprehension. Answer the questions.

1. Name two ways you can conserve water.
2. What is something green to consider when buying a car?
3. What materials can be recycled?
4. How can farmers make fruits and vegetables that look perfect?
5. What's the worst way to bring home your groceries?

2 Pair Work

With a partner, create three more questions and answers to add to the quiz. Ask your classmates the questions and analyze their responses. How green is your class?

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3 Grammar

Gerunds After Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

I recommend **turning off** the lights when you leave the room.
Our class enjoys **learning** about ways to help the environment.

We use gerunds after certain verbs, such as:

advise	enjoy	intend	quit
begin	finish	keep	recommend
can't stand	go	like	start
consider	hate	love	stop
continue	imagine	prefer	suggest

Infinitives After Verbs

An *infinitive* is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*.

Don't forget **to reuse** that plastic container.
Do they intend **to buy** a hybrid car?

We use infinitives after certain verbs, such as:

agree	continue	intend	offer	start
ask*	decide	learn	plan	try
attempt	expect*	like	prefer	want*
begin	forget	love	promise	
can't stand	hate	need*	remember	

*These verbs can be followed by an object before the infinitive.

They *want* **to plant** a garden. / They *want* us **to plant** a garden.

A. Circle the correct verb forms. Sometimes both the gerund and the infinitive are possible.

- Do you want (**1.** having / to have) a positive impact on the environment? I suggest (**2.** giving / to give) these steps a try:
- Do you hate (**3.** throwing / to throw) away old clothes in the garbage? Consider (**4.** giving / to give) clothes that no longer fit you to other people who can wear them.
- Quit (**5.** using / to use) disposable batteries. Begin (**6.** using / to use) rechargeable batteries.
- Learn (**7.** buying / to buy) products with less packaging. Attempt (**8.** buying / to buy) large containers of water, juice, and soda instead of individual serving-size containers.
- Learn (**9.** avoiding / to avoid) creating trash whenever possible. For example, when ordering food, avoid (**10.** taking / to take) any unnecessary utensils and napkins.
- Start (**11.** making / to make) a shopping list before you go shopping. This will help you stop (**12.** buying / to buy) things you don't need on impulse.
- Keep (**13.** reusing / to reuse) your supermarket bags.

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B. Answer the questions with complete sentences. Then discuss your answers.

1. Do you think cars will stop running on gas in the near future?
2. Do you think people will begin to change their habits of consumption?
3. What is something you try to do every day to help the environment?
4. What is something harmful to the environment that you want to quit doing?
5. What is something that you often forget to do?
6. Would you ever consider growing your own vegetable garden?
7. What is something you could stop buying?
8. What changes do you hope to see in the environment in the next decade?

C. Rewrite each sentence using the verb in brackets and a gerund or infinitive. Make any other necessary changes.

From now on Jack is going to use only fluorescent light bulbs. (start)
Jack is going to start using only fluorescent light bulbs.

1. We're going to set the air conditioner on a timer at night. (plan)
   ____
2. I don't really read newspapers. I like reading the news online better. (prefer)
   ____
3. Arya thinks it's a good idea to print on both sides of the paper. (recommend)
   ____
4. I can't believe I left the lights on again. (keep)
   ____
5. Gardening is one of my favorite activities. (enjoy)
   ____
6. We should continue to find ways to use less energy. (keep)
   ____

D. Look at the picture. Write a paragraph about ways Faisal could change his habits to become more green. Use gerunds and infinitives.

There are many things that Faisal can do to become more green.
First of all ...

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4 Conversation

Jasim: That was a great garden barbecue! But there are soda cans everywhere. I'll help you clean up. Where do you keep your recycling bins?

Ibrahim: Nowhere. We don't recycle.

Jasim: You don't recycle! Why not?

Ibrahim: I don't know. It's just always seemed like it would be a hassle.

Jasim: Don't you think it would be a good idea to make the effort?

Ibrahim: I guess. I do feel kind of guilty about it. But then again, does it really make that much of a difference?

Jasim: Are you kidding? Recycling reduces energy consumption, lessens air and water pollution, and saves landfill space. It's a no-brainer.

Ibrahim: I just don't have the patience. It seems like a lot of extra work. It's so much easier to just chuck everything in the garbage than to sort it by material for recycling.

Jasim: That's a lame excuse. Recycling is a piece of cake. It becomes automatic before you know it.

Ibrahim: I suppose you're right. OK, OK. I'll start to recycle.

Jasim: Great! Hey, why are you throwing that can in the garbage?

Ibrahim: Whoops! Old habits are hard to break!

Real Talk

a hassle = something that is inconvenient to do
I guess. = an unenthusiastic way of agreeing with someone
a no-brainer = a question or problem that has an obvious answer or solution
chuck = throw out
lame = bad, inadequate
a piece of cake = very easy

About the Conversation

1. How does the subject of recycling come up?
2. What are some reasons Jasim gives for recycling?
3. Why does Ibrahim say "Whoops" at the end of the conversation?

Your Turn

Role-play with a partner. What is something you do that is good for the environment? Suggest to your partner that he/she do this, too. Give reasons and use phrases for making suggestions.

Making Suggestions

You might want to consider + *gerund*...
How about + *gerund*...?
Don't you think it would be a good idea + *infinitive*...?
If you..., I think you'll find...
If you don't mind, I'd like to suggest+ *gerund*...

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5 Listening

Listen to the information about glass recycling. Answer ***true*** or ***false***.

1. ______ It takes 500 years for a glass bottle to decompose.
2. ______ Glass is made mostly from sand.
3. ______ Glass is not 100 percent recyclable.
4. ______ At recycling facilities, glass is separated by size.
5. ______ Crushed glass is called cullet.
6. ______ The manufacturer melts the glass at 500° Celsius.
7. ______ The liquid glass is poured into molds.
8. ______ Glass produced from recycled materials reduces related air pollution by 50 percent.

6 Pronunciation

Thought groups are meaningful phrases within sentences. They are usually made up of grammatical phrases such as relative clauses and noun, verb, and prepositional phrases. There is often a slight pause between thought groups. Listen and practice.

1. It takes / one million years / for a glass bottle / to decompose.
2. The process / of recycling glass / is quite simple.
3. This simple process / conserves both energy / and natural resources.
4. Recycling one glass bottle / saves enough energy / to light a 100-watt bulb / for four hours.

7 Vocabulary Building

A. You will see these words in the reading on pages 88 and 89. Match the words with their meanings.

1. ______ relying	**a.** loss of something for a specific purpose
2. ______ utility	**b.** extremely large
3. ______ bold	**c.** dedicated
4. ______ committed	**d.** basic service supplied by a business or facility such as electricity or running water
5. ______ perspective	**e.** depending on
6. ______ harsh	**f.** strong and courageous
7. ______ enormous	**g.** a way of seeing something
8. ______ sacrifice	**h.** severe, difficult

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Read the passage and underline ways that your country can replace utilities such as electricity, natural gas, and water from the local supply systems.

Living Off the Grid

Imagine heating your home without relying on the local power plant. Wouldn't it feel good to meet your need for electricity without harming the environment? For a growing number of people, these ideas have become reality. Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.

What exactly is "the grid"? The grid, short for "the power grid," is the linked system that supplies electricity to most homes and buildings in developed nations. Homes that are off the grid are not hooked up to the local power supply. Instead, they produce all of the energy they consume. As a result, people living off the grid avoid the environmental and financial costs that come with on-grid living.

The key to getting off the grid is replacing electricity supplied by a power plant with a renewable energy source, like wind or solar power. Buildings that use solar power have solar panels on the roof or near the building. When the sun's light hits the panels, the panels collect the energy. Wind power is collected by turbines, also known as windmills. When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

Some people go even further off the grid. In addition to setting up a renewable energy source, they also have an independent source of water. They dig wells to access ground water or use a cistern, a type of tank, to collect rainwater. Those most committed to living off the grid may even lack garbage service. These people generally live a life that creates very little waste, growing their own organic fruits and vegetables, and raising chickens and goats for eggs and milk. By avoiding the consumption of packaged foods, they greatly reduce paper and plastic waste.

As challenging as it may be to live off the grid, most off-gridders feel that the benefits far outweigh the difficulties. Jorge and Ella Alvarez, off-gridders in northern Arizona say, "We love being off-grid. It's definitely hard work, but it puts everything in life into perspective. It's surprising to find just how much you can do without. Many people think we have a harsh and depressing lifestyle. Nothing could be further from the truth. We see living off the grid as a gift that has allowed us to be more in touch with nature and each other."

This view is shared by Wendy Johnston, a mother of three, living off the grid with her family in Ontario, Canada. Wendy recalls, "In the house I grew up in, we would leave lights on all day, the thermostat up at night, and water running without a second thought. I wanted my children to be raised with more respect for the environment and an awareness of the impact that they have on it. My children don't take energy for granted. I love the fact that they are learning how to take care of the earth while, at the same time, learning to be self-sufficient."

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Wendy admits that living off the grid has its difficulties. For example, the Johnstons' power usually goes down a few times a year. However, Wendy reflects, "The funny thing is that these often turn out to be some of our best times as a family. The power outages have an unexpected way of bringing us closer together. We read books and play games by candlelight, or we get together and tell stories."

Living off the grid entails sacrifices, and is certainly not for everyone. But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.

After Reading

Answer the questions.

1. What are some public utilities that most of us rely upon?
2. Define "the grid."
3. How does wind energy work?
4. What are some reasons people choose to live off the grid?
5. What are two alternatives to using a public water utility?
6. How could someone reduce his or her waste?

9 Speaking

1. Work in groups. Discuss how a family can live off the grid in your country and use the chart to make notes.
2. Compare and discuss your ideas in class.

	Public utility	Which is the easiest/hardest to do without?	What is an alternative to it in your home?	What is the most challenging aspect of not having it?	Does this appeal to you or not? Why? Why not?
1	local electricity supply				
2	cooking and heating gas				
3	local water suppy				

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10 Writing

A. How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?

1. Read the essay and find out the following:
- What did the writer's family use to do that was not "green"?
- What did they do to change that practice?
- What were the benefits?
- Were there any disadvantages?

2. What is your view as a reader?
- Are ideas and information presented clearly?
- Does the writer provide explanations, examples, or reasons directly?
- Does the essay fulfill your expectations in relation to the title?

3. Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on. What is the effect?
- Paragraph 1: ______________
- Paragraph 2: ______________
- Paragraph 3: ______________

4. Notice which paragraph/s do the following:
- provide the writer's view and/or opinion
- provide objective information and/or view
- set the scene

5. Are there any passive forms? What are they used for?

6. How are ideas and facts connected? Provide examples from the text.
- conjunctions/linking words
- combined clauses/sentences
- use of pronouns

Going Green

I realized how sensible "going green" was when I started noticing the amount of waste accumulated from all the packaging. We're a family of three and we manage to accumulate a bagful of recyclable waste every day. We are careful to use a special disposal unit for recyclable materials, but we are not sure it is always effective. Is it actually recycled?

We decided to search for options. We found out that there were many stores near the central market that sold goods by weight out of large canisters or burlap bags. Rice, beans, flour, sugar, oil, butter, cheese, and a lot more are available off the counter, free of packaging. When we compared prices, we decided to never look back.

A lot of time, money, and resources are invested in packaging as a way of making the product more attractive for consumers. Glossy wrappers, beautifully designed boxes, vacuum wrapped coffee, plastic containers, colorful lids, and a lot more, have a magnetic effect on buyers. We, on the other hand, have to label and fill our own containers, before we can put away our shopping. But, we make better use of cupboard space, spend a lot less, and protect the environment. You should try it!

B. 1. Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:

2. Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?

3. Use the chart to make notes and then use it to write your letter.

4. Exchange drafts/essays and edit.

5. Improve, change, and rewrite.

Environmentally harmful practices	'Go greener' practices	Steps our local council can take to help

Dear Editor,

I am writing to complain about the environmentally harmful practices of local residents and the negligence of the council in failing to take measures to make our neighborhoods greener.

The garbage is seldom collected, and there is overflowing trash on a daily basis. When it is windy, there are plastic containers and cardboard boxes blowing around everywhere...

I suggest the council makes it a priority to provide recycling bins ....

Writing Corner

When you write a formal letter of complaint:

- open in an appropriate way: Dear Editor, Dear Mr. Smith.
- state the reason why you are writing and give a brief overview of the situation.
- use phrases to introduce and list additional points: First of all...; Moreover...; Furthermore, ...;
- use phrases to offer suggestions and solutions to problems: I suggest that ...; It would be a good idea if ..., One solution is ... and so on.
- sign off in an appropriate way: With best wishes; Yours sincerely; Sincerely yours; Yours faithfully.

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11 Form, Meaning and Function

Simple Present Tense

Use the simple present tense for facts or things that are true in general.

The Saudi Riyal (⃁) **is** the official currency of the Kingdom of Saudi Arabia.
It **takes** one million years for a glass bottle to decompose.
My parents **don't read** printed newspapers anymore.
Does Oman **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.
Use the present progressive for actions occurring now or for a temporary situation.

The temperatures **change** with the seasons of the year. *(habit or routine)*
The temperatures in the poles **are changing** drastically. *(happening now)*

PERMANENT — TEMPORARY
John **lives** in Quebec, but he **is studying** in France this year.

Note: Some verbs are not often used in the progressive form:
believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.

Time Expressions for the Present

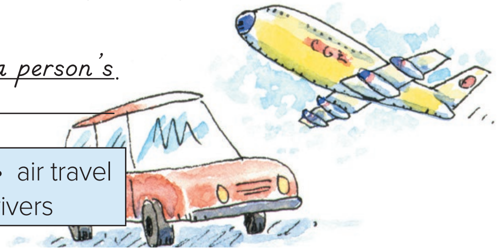
We are **currently** studying for examinations.
Most people recycle **these days**.
At present there are measures in place to tackle climate change.
Air travel is more affordable **now** than it was in the past.

A. Complete the sentences with the words in parentheses. Use the simple present or the present progressive of the verbs.

1. Water ________________ at 100 °C (212 °F). (boil)
2. The water ________________. Please turn it off. (boil).
3. The scientists ________________ the cause of the problem. (not/understand)
4. ________________ in your country in winter? (it/snow)
5. The moon ________________ around Earth. (go)
6. What ________________ of my idea? (you/think)
7. Currently, the number of immigrants in our country ________________. (increase)
8. Most people ________________ how important it is to conserve energy these days. (realize)
9. Dubai is part of the UAE, but it ________________ as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he ________________ today. (not/work)

B. Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

*Flying **is becoming** a popular way to travel **these days**. This **increases** a person's carbon footprint on quite a massive scale.*



climate change • polar ice caps • oceans and fishing • carbon footprint • air travel deforestation • deserts • erosion • flooding • lakes • pollution • rivers

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Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

> **If** you **cook** an egg in the microwave, it **explodes**.
> **If** you **put** water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

> **If** we **don't take** measures now, the oceans **will** soon be completely depleted of fish.
> **If** Imad **doesn't go** to college, he**'s going to be** very sorry.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

> If Noura doesn't do the homework, she **may fail** the class.
> If Imad doesn't go to college, he **might not get** a good job.

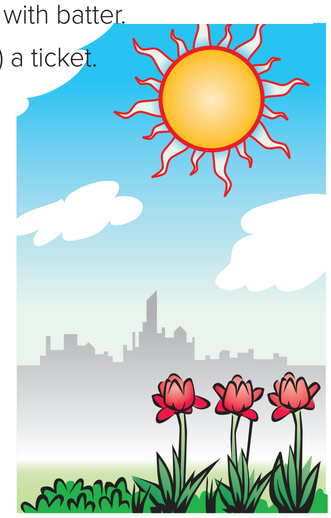
I'd Rather

Use I'd rather (= *I would rather*) to talk about preferences.

A: Would you rather go to the mall now or later?
B: I'd rather go now.

C. Complete the sentences about facts. Use the simple present or *will* in the second clause.

1. If you ________________ (heat) water to 100 degrees Celsius, it ________________ (boil).
2. If they ________________ (climb) up to 4,000 meters, they ________________ (need) oxygen.
3. If you ________________ (not cross) its path, the snake ________________ (not bite) you.
4. If we ________________ (get) this HD television, we ________________ (see) the game better.
5. If you ________________ (mix) flour and water, you ________________ (end up) with batter.
6. If he ________________ (not obey) the speed limit, he ________________ (get) a ticket.



D. Work with a partner. Say what *will/might* happen in the following situations.

1. If we don't reduce carbon (CO_2) emissions, ________________________.
2. If we teach young children in school about green issues, ________________.
3. If we find alternative sources of energy, ________________________.
4. If we dump chemicals into the river, ________________________.
5. If we take the bus to school, ________________________.
6. If we have time, ________________________.
7. Your idea: ________________________.
8. Your idea: ________________________.

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12 Project

SAUDI ARABIA 2020

1. One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.
2. Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.
3. Research and complete the chart with information and details about the place.
4. Use the organizer to make notes. Then use your notes to prepare your poster.

When you make a poster, remember to:

- research and find suitable photos and pictures, or draw your own; consider other options such as making a collage with a series of pictures/photos
- write short texts and/or slogans using your notes/ideas
- use font that is large enough for people to read when the poster is on the wall
- be selective; do not try to fit too much because people who see it will miss the point you are trying to make
- print out or write texts on separate sheets of paper so you can compose your poster in a more imaginative manner
- include some realia, if appropriate, by gluing or attaching things to your poster, e.g. used up wrappers, used up markers, used up batteries, etc.

Let's go green!			
A condition, place, or practice in school that is harmful to the environment	The reasons it is harmful	What students can do to make it greener	Pictures/images we can use in our poster

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13 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
evaluate how "green" I am			
discuss ways to be environmentally responsible			
make suggestions			
use gerunds after verbs			
use infinitives after verbs			
express preferences with *I'd rather*			
use simple present tense and the present progressive			
use conditional sentences with present and future forms			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 4–6

1 Language Review

A. Circle ***for*** or ***to*** to complete each sentence.

1. He bought a gift (for / to) each contestant.
2. Then he gave a gift (for / to) each contestant at the end of the episode.
3. Could you lower the thermostat (for / to) me?
4. Could you also hand the phone (for / to) me?
5. Our teacher pronounced the word (for / to) us.
6. Then she gave the worksheet (for / to) us.

B. Change the position of the indirect object in each sentence. Add ***for*** or ***to***.

Please pass me the salt.
Please pass the salt to me.

1. My friend told me a great joke.
2. The boy wrote his mother a poem.
3. My grandfather's neighbor buys him groceries whenever he is sick.
4. The prosperous old woman gave the charity a fortune.
5. My parents threw me a dinner banquet when I graduated.

C. Use the verb or phrase in parentheses to rewrite each sentence a different way using the subjunctive.

You should put on sunscreen before lying out in the sun. (recommend)
I recommend that you put on sunscreen before lying out in the sun.

1. You must take this medication every day to get rid of the infection. (it is essential)
2. Supporters of organic farming say farmers should not use pesticides on their crops. (suggest)
3. My mother tells people to take off their shoes before they enter our house. (insist)
4. When I have a dinner party, I tell each guest to bring an appetizer or a dessert. (ask)
5. If you want to conserve water, you should not leave the water running when you brush your teeth. (it is important)
6. The viewers wanted the TV station to broadcast the program again. (request)

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D. Write a sentence that each person might say to the other using *I'd like you* + infinitive or *I want you* + infinitive.

a customer to a tailor
I'd like you to shorten these pants about an inch.

1. a dentist to a patient
2. a therapist to a client
3. a lawyer to a witness
4. a manager to a salesperson
5. a father to a teenage son
6. a photographer to a person being photographed

E. Circle the correct verb forms. Sometimes both the gerund and the infinitive forms are correct.

1. We enjoy (watching / to watch) silly game shows.
2. Did you agree (helping / to help) her plan the dinner?
3. After working for the company for 8 years, he's finally decided (getting / to get) a different job.
4. The gardener is going to quit (using / to use) pesticides on his vegetables.
5. I'm only planning (staying / to stay) here for an hour or two.
6. I avoid (buying / to buy) products that have a lot of packaging.
7. When did you start (noticing / to notice) the symptoms?
8. My supermarket just stopped (using / to use) plastic bags.
9. After winning the grand prize in racing, he needed (learning / to learn) to relax and take it easy.
10. I keep (having / to have) a dream about taking an exam that I'm not prepared for!

F. Look at the pictures. Write short paragraphs about Dave and Jasim. Use the verbs from the box + a gerund or infinitive.

avoid	enjoy	keep	plan
decide	intend	learn	prefer

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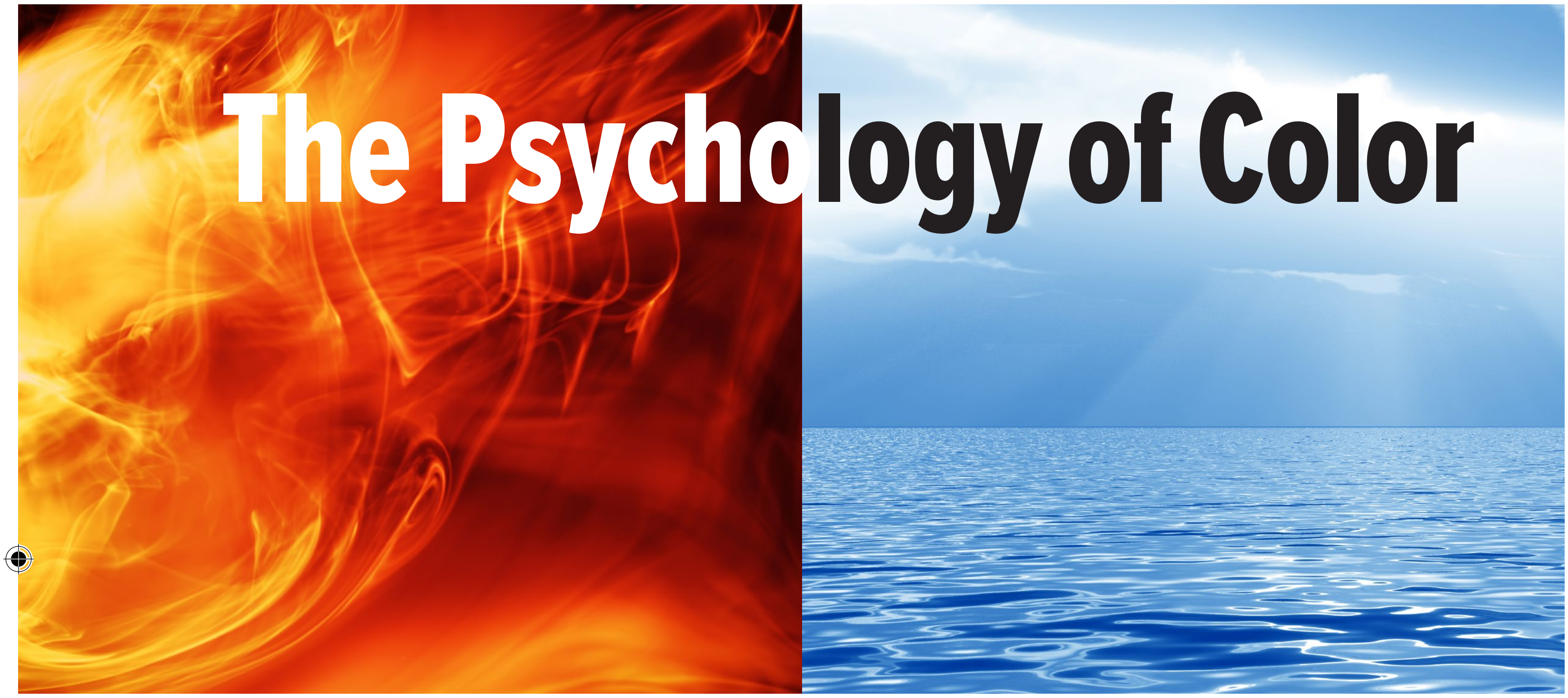
2 Reading

Before Reading

1. What color is the room you are in now? How does the color make you feel?
2. Have you ever painted a room? If so, what color did you choose and why?

The Psychology of Color



I want you to imagine yourself in a room painted a light blue color. Now, imagine yourself in a vibrant red room. Do you think you would feel differently in each of these rooms? If you are like most people, you would feel calmer in the blue room and more energized in the red room. Why is this? Psychological studies have found that different colors can have different effects on mood and behavior.

People have a tendency to associate colors with where these colors appear in nature. So, for example, without realizing it we associate soft shades of blue with the sky and sea. These associations make blue a calming color for most people. Asuka Obata runs a spa in Kyoto, Japan. All the walls of the salon are blue. Obata says, "It is essential that we create a sense of peace and tranquility. The color blue helps us achieve this."

Red, however, is associated with fire and blood. So red is also associated with danger and vitality. The color red has even been shown to raise blood pressure! Adrian Vilas of Cordoba, Argentina, painted his office red. He says, "I like being surrounded by a color that gives me energy and inspiration." On the other hand, have you ever wondered why traffic lights and stop signs utilize the color red? To warn of danger, of course.

While we all share natural associations with certain colors, the same color may have a very different meaning to people of two different cultures.

The colors black and white provide a good example of how people can have different cultural responses to colors. In many cultures, black symbolizes death and mourning, and so black is the traditional color worn to funerals. However, in Asia it is not black that represents mourning, but white. So in Asia, white is the color people usually wear when they attend funerals.

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In most other cultures, far from being associated with funerals, white represents purity, innocence, and goodness. For this reason, white is traditionally worn by brides in these cultures. However, in China, since white is the color of mourning, it is important that a bride *not* wear white. Instead, the traditional color worn by a bride in China is red. In Chinese culture, red represents happiness and good luck, and so Chinese celebrations are full of red. During the Chinese New Year, people prefer wearing red to any other color and older family members give money in red envelopes to younger members of the family.

Clearly, the way we respond to color is a complicated business. You may think you are choosing a red shirt just because you like the color. But the truth is, you are probably responding to it based on what your brain, the environment, and your culture tell you about the color!

After Reading

A. Complete the sentences with one of these words:

vibrant	tendency	associate	tranquility	mourning	represents

1. The dove ______________ peace to many people.
2. She was in ______________ after her friend died.
3. She has a ______________ to talk too loudly when she's on her cell phone.
4. The colors in this painting are so ______________ that it hurts my eyes.
5. I love the ______________ of the park in the early morning.
6. After a while, the students learned to ______________ Wednesday with exams.

B. Answer the questions.

1. Where do the colors blue and red appear in nature?
2. How do most people respond to the colors red and blue?
3. What does the color white represent in most cultures?
4. Why must a bride not wear white in China?
5. What does the color red represent to the Chinese? When do the Chinese wear red?

Discussion

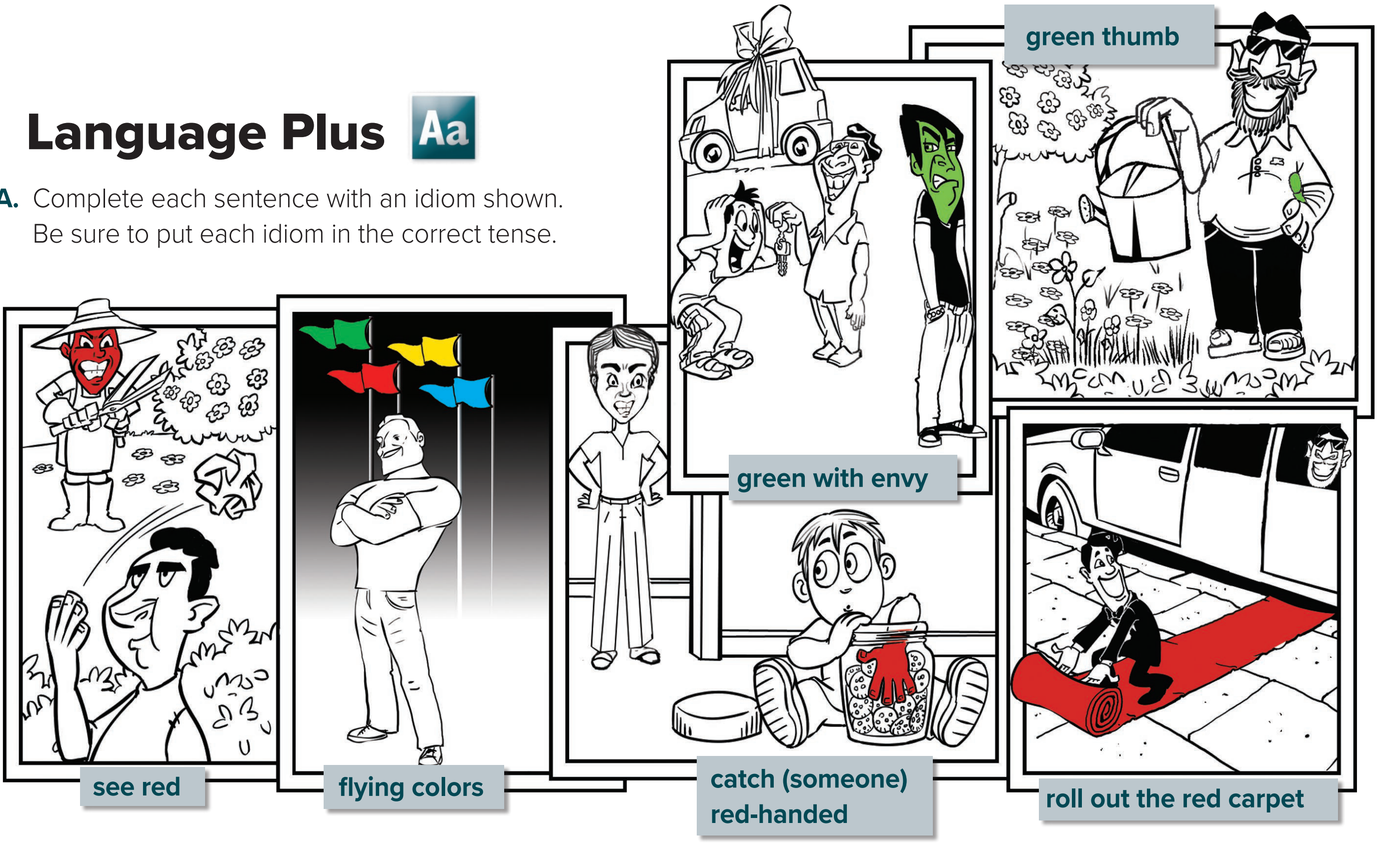
Write the information in the chart below. Use the chart to discuss colors and their effect on people in groups of 3 - 4.

Discussing colors

Color	Where you can find it in nature	How you feel about the color	What this color represents in your country

3 Language Plus

A. Complete each sentence with an idiom shown. Be sure to put each idiom in the correct tense.



1. The thief was _______________ with his hand still in the businessman's jacket pocket.
2. Look at my garden. No matter how hard I try, nothing grows. I guess I don't have a _______________.
3. When I found out that my sister had taken my cell phone without my permission and then lost it, I _______________.
4. When our grandparents came to visit, we took them to all the best restaurants in town. We really _______________.
5. I passed the test in every subject with _______________.
6. He has my dream job. I was _______________ when he first told me about it.

4 Writing

Tools for Writing: Common Errors with Prepositions

Verbs that are followed by a certain preposition in English may be followed by a different preposition or no preposition at all in your language. In order to make sure your writing is grammatically correct, it is important to learn which verbs are used with which prepositions in English. Study the following verbs + prepositions.

look for
Can you help me **look for** my keys?
NOT: ~~Can you help me look my keys?~~

ask for
We need to **ask for** some help.
NOT: ~~We need to ask help.~~

depend on
We may not go. It **depends on** the weather.
NOT: ~~It depends of the weather.~~

smile at
My mother was so proud. She kept **smiling at** me.
NOT: ~~She kept smiling of me.~~

remind of
She **reminds** me **of** my grandmother.
NOT: ~~She reminds me my grandmother.~~

congratulate on
She **congratulated** him **on** the new job.
Not: ~~She congratulated him by his new job.~~

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Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 4–6.

> In an expository essay, the writer explains, describes, or gives information about a subject.

Write Your Expository Essay

1. Decide whether you will write about colors, symbols, customs, or gestures in your culture. What do you think these show about your culture? This will be your topic sentence.
2. Use a chart to organize your ideas. Write your topic sentence in the center circle. Then write ideas which support this topic sentence in the surrounding circles.
3. Write a draft of your expository essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Body Paragraphs that Support the Topic Sentence

The paragraphs of an essay between the introduction and conclusion are called the *body* of the essay. Each body paragraph must have one main idea, as well as examples, definitions, facts, or statistics which support that main idea. The main idea of each body paragraph must relate to and support the topic sentence in the introduction.

As you write the body of your essay, ask yourself:

- Does each paragraph have one main idea?
- Is this main idea supported by examples, definitions, facts, and/or statistics?
- Does each paragraph support the topic sentence in the introduction?

Customs and Gestures in Korean Culture

To understand the perspective of Korean people, it is important to understand their customs and gestures. I believe that Korean customs and gestures show that the Korean culture is quite traditional and conservative.

One aspect of Korean culture that is traditional and conservative is greeting people. Korean people usually bow when they meet one another. When Koreans are introduced to someone for the first time, they generally do not smile. Smiling is reserved for informal occasions. Koreans also consider staring impolite. We prefer to make only brief eye contact. When meeting a Korean person, I suggest you avoid looking into his/her eyes for more than a moment or two...

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Reconnect

1 Listen and Discuss

A. What do you think?
What is a slouch detector?
What are super foods?
Which creatures are older than dinosaurs?
Do animals laugh?
How old is cooking?

B. Read the texts and find out.

Have you noticed how often people, who spend a long time sitting at a desk, complain about back pain? When we've been sitting for a long time we are not conscious of our posture. Slouching affects the position of our neck and spine and causes back pains or even headaches. A small gadget that operates as a "slouch detector" comes to the rescue! The gadget monitors your neck and spinal position and buzzes, when the position is less than ideal! All you need to do is clip the gadget onto your shirt. However, you need to remember not to take any notice when the gadget buzzes for the wrong reason; for example when you lean over to answer the phone or get something from a drawer! Do you think the slouch detector is worth buying? Would you use it?

An Australian biogeneticist and his team began developing a vitamin-A-enriched banana to combat the destructive effects of vitamin A deficiency in sub-Saharan Africa. The banana was chosen as it made up a lot of the children's diet in the area, where about a third of the children under the age of 5 are at risk of going blind due to vitamin A deficiency. Provided that this type of "super banana" can actually be cultivated locally, and consumed by a substantial number of people, this type of food re-engineering might be extended to a wider range of products around the world. What do you think? Is intervening and reengineering crops a good idea?

Evidence has led scientists to suggest that early humans cooked their first hot meals more than 1.9 m years ago. The invention of cooking was a crucial factor in human evolution as it allowed our ancestors to expand their diet and to obtain more calories and nutrients from their food. Cooking softened food and made endless chewing redundant. This, according to scientists, resulted in the disappearance of large teeth which were replaced by smaller ones. It also reduced feeding times considerably and allowed early humans to develop different skills. According to Harvard evolutionary biologist, Richard Wrangham, controlling and using fire to cook was instrumental to the development of modern man. What do you think? *

** Adapted from: Organ, C. (2013). Origins of cooking. AccessScience. Available at: https://www.accessscience.com/content/article/aYB130033.*

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Part 2

Hagfish, according to fossil records, have existed for over 300 million years. They are often called slime eels because of the slimy substance they produce, with the purpose of damaging the gills of predatory fish. As a result, hagfish have no natural enemies. The Coelacanth is the most famous "living fossil". It was supposed to have become extinct in the Cretaceous period, along with the dinosaurs, until a live specimen was caught in South Africa in the late 1930s. Since then, more coelacanths have been seen and photographed. A second coelacanth species was found in Indonesia in 1999. Coelacanths can be up to 2 meters long and feed on smaller fish, in deep, dark waters. Did you know? Have you heard of other prehistoric animals that are still alive? *

Research findings support the belief that a number of animals laugh when tickled! Scientists believe that nonhuman primates not only laugh but also have a sense of humor. Koko was a famous gorilla in California who learned more than two thousand words and one thousand American Sign Language signs, and demonstrated the ability to use different meanings of the same word. When asked about things she thought were hard, she signed, "rock" and "work"! She also tied her trainer's shoelaces together before signing "chase" and turning to walk away! What do you think?

** Adapted from: Schultze, H. (2019, December). Coelacanthiformes. AccessScience. Available at: https://www.accessscience.com/content/article/a757501.*

2 Pair Work

Discuss the points raised at the end of each text. Express your ideas and agree or disagree. Use language you know and phrases from the box.

Expressing personal views/Making objective comments
I'm not sure I'd feel comfortable using a gadget that makes so much noise in public...
I don't think I would, but I am sure many people would.
It sounds like a good idea, but there should be some restrictions ...
A lot of people will object to it, although it appears to solve ...
I'd have to do some research but I'm sure there are more ...
It's hard to believe but one has to accept that ...

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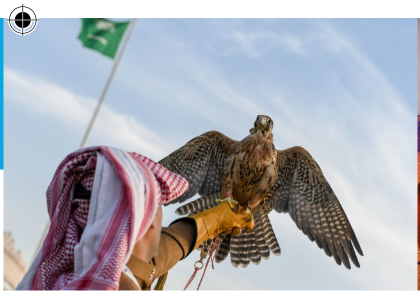

3 Conversation

Presenter: We're at the edge of the desert, waiting for the falcon hunters to arrive. And here they come... I thought their car was white... This must be them. They must have been on the road longer than expected ... Welcome back. It's great to see you again Mr. Ali.

Mr. Ali: Thank you. Good to see you too! I wasn't sure you'd be here.

Presenter: Of course I'm here. I can't wait to hear about your exploits. Have you had a successful hunt?

Mr. Ali: Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever! I wish we could have gone on for another two weeks!

Presenter: But you must be exhausted! And you must have been in the sun a lot...

Mr. Ali: You can tell, can't you? Oh, well, we must be looking the part. What can you expect after weeks of camping in the desert, but that's the way we like it!

Presenter: And, now? What's next?

Mr. Ali: Now, we are going to see our clients. My falcons are spoken for, so I won't have to look around for buyers. This is also important in our business...having good clients and keeping them happy! And of course, we're going to have our truck cleaned and serviced before we do anything else!

Presenter: Do you think of the financial gain while you're hunting?

Mr. Ali: No, not really. I only think of the hunt. You can't catch falcons if all you think about is how you are going to sell them. Falcons deserve respect and admiration! I often feel we have the best of both worlds; making a decent living while doing something we genuinely enjoy. There can't be too many people who can claim that!

Presenter: You're quite right! I wish you continuing success in your endeavor and hope to catch up with you next year.

Mr. Ali: You're very welcome. It's really good to have the opportunity to talk about our trade and know that more people will hear about it.

Match functions and expressions/excerpts from the conversation.

Functions	Expressions
Make deductions __3__	**1.** I thought their truck was white... I wasn't sure you'd be here.
Actions that are done for one ______	**2.** And of course we're going to have our truck cleaned and serviced before we do anything else!
Report thought ______	**3.** This must be them. They must have been on the road longer than expected ... But you must be exhausted! And you must have been in the sun a lot. Oh, well, we must be looking the part.
Express enthusiasm ______	**4.** Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever!
Express regret/wishes ______	**5.** I wish we could have gone on for another two weeks!
Strong agreement ______	**6.** My falcons are spoken for, so I won't have to look around for buyers.
Focus on action (not doer) ______	**7.** You're quite right!

Your Turn

Role-play with a partner. Choose a celebrity to welcome at the airport.

4 Pronunciation

Listen and find examples for rising ↗ or falling ↘ intonation in the conversation. Identify attitude and/or feeling if relevant e.g. enthusiasm, regret, question, etc.

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5 Listening

A. Talk about professional falcon hunters.

- equipment
- hunting season
- popular areas

B. You are going to listen to an interview with a professional falcon hunter. Answer *True* or *False*.

	true	*false*
1. Mr. Ali used to be a successful store owner.		
2. He didn't need to buy any equipment for falcon hunting.		
3. Falconry is a natural skill that cannot be acquired through training.		
4. Falconers camp in the desert or stay in hotels.		
5. Falcon hunting is a profitable profession.		

C. Listen again and make notes about falcon hunting trips.

Transport	
Accommodation	
Hunting areas	
Prey	
Competition	
Profit	
Training	

6 About You

1. How much do you know about falcon hunting?

2. What is your opinion about it as a profession?

3. What other questions would you have asked the falconer? Write them down.

4. Use your own questions and role-play an interview like the one above with a partner. You can choose a different profession to talk about.

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7 There's No Place Like Home

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1 Listen and Discuss

1. What do you think is the difference between a house and a home?
2. What are the most important things in your home?
3. Describe both the interior and exterior of your dream home.

1 **What is home?** A roof to keep out the rain? Four walls to keep out the wind? Floors to keep out the cold? Yes, but home is more than that. It is the laugh of a baby, the verse of a mother, the strength of a father, warmth of loving hearts, lights from happy eyes, kindness, loyalty, comradeship. Home is the first school . . . for young ones, where they learn what is right, what is good, and what is kind, where they go for comfort when they are hurt or sick; where joy is shared and sorrow eased; where fathers and mothers are respected and loved, where children are wanted; where the simplest food is good enough for kings because it is earned; where money is not as important as loving-kindness; where even the tea kettle whistles from happiness. **That is home!**
— Ernestine Schumann-Heink

2 No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.
— Lin Yutang

3 Bricks and mortar make a house, but the laughter of children makes a home.
— Irish Proverb

4 The best way to keep children home is to make the home atmosphere pleasant—and let the air out of the tires.
— Dorothy Parker

5 A small house can lodge a hundred friends.
— Egyptian proverb

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6 Home is where the heart is.
— English proverb

7 There isn't enough furniture in the world to make a house without love feel like a home.
— Unknown

8 A house is a home when it shelters the body and comforts the soul.
— Phillip Moffitt

9 A house that does not have one worn, comfy chair in it is soulless.
— May Sarton

10 A small, old house filled with love is better than a large, new house with none.
— Unknown

Quick Check ☑

A. Vocabulary. Complete the sentences with one of these words:

atmosphere	loyalty	mortar
comfort	furniture	worn
lodge	shelter	

1. The people showed ______________ to the king by putting his face on the new coin.
2. When children have nightmares, mothers give ______________ with loving words.
3. The museum has a quiet and peaceful ______________.
4. Some houses are built from bricks and ______________.
5. They had no money to buy ______________, so they used boxes as chairs.
6. We've had this couch too long. It's starting to look ______________.
7. We used the tree for ______________ during the storm.
8. A hotel with many rooms can ______________ many people.

B. Comprehension. Answer the questions.

1. What's the best way to keep children at home?
2. What do you think is the difference between a house and a home?
3. What do you think is the real meaning of proverb 5?
4. Who wants to keep his or her kids at home?
5. Who sees home as a perfect place?

2 Pair Work

With a partner, write your own quote about home. Share it with the class.

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3 Grammar

Adjective Order

When you use more than one adjective before a noun, the adjectives go in a certain order. The order is determined by category. Adjectives usually follow this order:

Opinion	Size/Shape	Age	Color	Nationality	Material
expensive	large	young	red	Saudi Arabian	glass
difficult	round	ancient	turquoise	British	wooden

The **beautiful**, **old**, **stone** house has been put up for sale.
I have two **large**, **brown** sofas in my living room.

Note: Usually, only one to three adjectives are used to modify a noun at a time.

Too and *Enough*

Too can be placed before adjectives and adverbs.

She can't reach the shelf. She's **too** *short*.
You're talking **too** *loudly*. I can't hear the news.

Enough can be placed after adjectives and adverbs.

She can reach the shelf. She's *tall* **enough**.
You're talking *loudly* **enough**. Everyone can hear you.

Enough can be placed before nouns.

They should buy their own home. They have **enough** *money*.

A phrase with *too* or *enough* can be followed by an infinitive phrase.

You're **too** sick *to leave the house today.*
You're not well **enough** *to go to work today*.
I have **enough** days off *to go on a trip*.

A. Rewrite each sentence, putting the adjectives in the correct order. Add commas where necessary.

There is a (round / small) table in the kitchen.
There is a small, round table in the kitchen.

1. Our new apartment is in a (brick / small) building.
2. The apartment has a (old / Egyptian / wonderful) rug.
3. There are (new / enormous) windows.
4. Unfortunately, there are (ugly / velvet / brown) curtains in the living room.
5. But there are (lovely / silk / yellow) curtains in the bedroom.
6. The apartment has a (formal / large) dining room.
7. It has (wood / beautiful / old) floors.
8. The (old-fashioned / orange / small) bathroom needs to be remodeled.
9. The bedroom is painted a (comforting / light blue) color.
10. A (American / nice / large) family lives next door.

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B. Use the words to write one complaint using ***too*** and one complaint using ***enough***.

the elevator moves / slowly / quickly *The elevator moves too slowly. It doesn't move quickly enough.*

1. the lobby / dirty / clean
2. walls / thin / thick
3. the neighbors / inconsiderate / considerate
4. the neighbors talk / loudly / softly
5. the painter painted / carelessly / carefully
6. the bed / soft / firm
7. the atmosphere / unfriendly / friendly
8. the bus stop / far / close
9. the furniture / outdated / modern
10. the mortar / wet / dry

C. Complete each sentence with an infinitive.

I'm not tall enough *to be a basketball player.*

1. I'm tall enough ______________________________.
2. I'm not tall enough ______________________________.
3. I'm too young ______________________________.
4. I'm old enough ______________________________.
5. I don't have enough money ______________________________.
6. I speak enough English ______________________________.

D. Look at the picture. Describe the houses using multiple adjectives. Then give your opinion of the houses using ***too*** and ***enough***.

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4 Conversation

Ahmed: Where are you going to live when you start college in the fall?

Hameed: I don't want to live on campus. There's too much noise when you're trying to study, and there aren't enough places to go when you want to socialize. So, I'm going to get an apartment off campus.

Ahmed: Cool! What kind of apartment do you have in mind?

Hameed: Well, I'm hoping to find a large, modern place with an extra bedroom for visitors. It has to have parking. And, of course, it has to have a washer and dryer.

Ahmed: Hold on! Do you have enough money for an apartment like that?

Hameed: Why? Do you think it would be very expensive?

Ahmed: You are clearly out of touch with rental prices! You need a reality check. An apartment like that will cost an arm and a leg.

Hameed: Like how much?

Ahmed: We're talking megabucks—maybe fifteen grand a month.

Hameed: Fifteen thousand riyals? I had no idea. I thought it would be a lot less than that.

Ahmed: Only if you want to live in a tiny apartment way outside of the city.

Hameed: Well, maybe I shouldn't be in such a rush to move out. I could live at home with my parents just for the first year...

Real Talk

Cool! = Great!
Hold on! = Stop for a moment!
out of touch = don't have a realistic idea
reality check = an assessment of how realistic something is
an arm and a leg = a large amount of money
megabucks = a large amount of money
grand = thousand

About the Conversation

1. What kind of apartment is Hameed looking for?
2. Why does Ahmed tell Hameed that he needs a reality check?
3. What decision does Hameed make at the end of the conversation?

Your Turn

Role-play with a partner. Tell your partner about something you are looking for, such as a university or a new computer. Use phrases from the box. Your partner will ask questions to find out more information.

Describing What You Are Looking For

I'm looking for...	I'd love to find...
What I have in mind is...	I'm hoping to find...
I have my heart set on...	It's essential that I find...

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5 Listening

Listen to the real estate agent talk about important factors to consider when looking for an apartment to rent. Tick ☑ the factors mentioned.

1. ☐ the neighborhood
2. ☐ the number of windows
3. ☐ the number of closets
4. ☐ the number of lights
5. ☐ the number of neighbors
6. ☐ the size of the rooms
7. ☐ the size of the building
8. ☐ whether outdoor barbecues are allowed
9. ☐ whether pets are allowed
10. ☐ whether a parking spot is included

6 Pronunciation

In English, there are many two-syllable words whose part of speech and meaning change if you change the stress. Stress the first syllable of most two-syllable nouns. Stress the last syllable of most two-syllable verbs. Listen and practice.

1. Finding the right apartment can have a big **impact** on your life.
2. Paying rent that is too expensive for you can **impact** your lifestyle.
3. Finding the right apartment doesn't have to be an overwhelming **project**.
4. When you go to a job interview, you should **project** a sense of confidence.
5. Be sure to read every word of the rental **contract**.
6. Some people **contract** dangerous viruses while they are traveling abroad.

7 Vocabulary Building

A. You will see these words in the reading on pages 112 and 113. Match the words with their meanings.

1. ______ asset	**a.** to care for, help, or encourage the development and growth
2. ______ hub	**b.** the center of a region
3. ______ nurture	**c.** a useful or valuable thing, person, or quality
4. ______ cultivate	**d.** capacity for growth and development; possibility
5. ______ potential	**e.** to improve or develop by study or training

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

VISION رؤية 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

Before Reading

Work in pairs. Which do you think are the main strengths of the people and the economy of Saudi Arabia? Read the passage and underline all the positive features about people and the economy.

The Kingdom of Saudi Arabia is blessed with a significant wealth of natural resources, an Islamic, family oriented society and extraordinary opportunities for economic growth. The nation's Islamic faith, national identity, culture and heritage make it special and provide limitless potential for development.

The nation is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

The People

Saudi Arabia's 2030 vision is largely based on the ambition, determination and talents of its people and their Islamic values. It is important, therefore, for the members of the Saudi society to be supported by social, health care and educational systems in order to cultivate and nurture its children in the best way possible to prepare them for a promising future.

Cultural and entertainment projects will include the establishment of libraries, galleries, museums and the organization of different types of events and activities. Housing and community development projects will provide a pleasant, secure and sustainable environment for the citizens of the Kingdom.

An updated educational system will provide high quality learning and develop available talent and potential. Graduates will have the knowledge and skills required by the job market and access to many opportunities for professional development.

The Economy

The Kingdom's economy has great growth potential. A diversified and renewed business environment will offer employment opportunities to all citizens and attract new investors. Improved and updated services and facilities will attract small and large companies, interested in participating actively in a dynamic economy. Telecommunications and information technology will be updated and made available in urban and rural areas.

The Kingdom's strategic position that connects the waterways of three continents, Europe, Africa and Asia, will make it a leading trading and transportation port for cargo from different countries across the globe. Streamlined government services will facilitate the introduction of new business sectors and partners and support growth. Investment opportunities will be increased through privatization of state owned assets and agencies.

The Kingdom of Saudi Arabia will be a leading business hub with limitless opportunities for the development of new talent and creative enterprises.

**Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques King Salman bin Abdulaziz Al Saud.*

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After Reading

1. What are the main strengths of the Kingdom of Saudi Arabia?
2. What kind of support is necessary for the Kingdom's society to prepare for 2030?
3. What types of events and activities will be available for citizens?
4. How will the educational system differ compared to the past?
5. In what way will the Kingdom's geographical position affect its role in international trade?
6. Which factors will affect investment opportunities?

9 Speaking

1. Work in pairs. Think about your family or an imaginary family in your city/town in 2030.
2. Make notes in the chart about:
   - members of the family (age, jobs, plans)
   - the area and the house they live in
   - technology and telecommunications
   - travel and entertainment activities
   - culture and education
3. Use your notes to compare ideas in groups or in class.

Family members	Area & Housing	Technology & Telecommunications	Travel & Entertainment	Culture & Education	Other

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10 Writing

A. Look at the photos. Where do you think these houses are? What are they made of?

1. Read the text and find out.
- What is adobe?
- What is special about the house?
- Are the back and front of the house similar? How do you know?
- What is part of the floor made of? Why?

2. Read the text again, find out, and highlight.
- Which rooms does the writer mention?
- What can the writer see, smell, and feel in the house?

3. Would you want to live in a house with a glass floor? Why? Why not?

A home over the canyon

When people talk about unusual homes, I think of our friends' dream home in New Mexico, on which they spent all their savings building it.

On the outside, the house looks like most adobe homes in the area. Adobe is made from sand, clay, water, and organic material that are shaped into bricks and left to dry in the sun. Our friends' house is a beautifully-designed, large adobe home with a drive and a large cactus tree near the entrance. It has soft lines, and is less angular than conventional urban homes.

When you go through the door, you find yourself in a beautiful, spacious room with large windows and sunlight streaming in. Large windows are unusual for adobe homes. But this is no ordinary home. Part of the house juts out of the adobe shell that can be seen from the street and stretches to the end of a cliff. You walk past a kitchen fitted with a cast-iron stove and hand-made wooden cabinets that give off the most enticing smells of cumin and chilies and herbs. It is so real; you can almost taste the food.

The spacious room that you step into when you enter the house stretches in all directions. You walk towards the sitting area. When you get closer, you need to brace yourself as the most spectacular view imaginable unfolds before your eyes. All of a sudden, you are no longer stepping on wood, the floor is hard, and your footsteps make a strange resounding sound. You look down and wonder whether you have been transported in space and time; you are looking into the gaping canyon. You think you are falling into it; you can almost feel the air whooshing past.

Part of the floor is made of thick custom-designed glass. You might like it or hate it, but however you feel you have to admit it is unique. This is the way I feel about this house and the day I spent there. It was a unique, unforgettable experience even if I wouldn't choose to live with a glass floor over a canyon for the rest of my life.
Would you?

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B. **1.** Choose a home to write about. It can be yours or another home you know well.
2. Remember/think about what you see, hear, feel, and smell in various rooms of the house.
3. Make notes in the chart and use them to write a descriptive essay about the house.

Rooms and other places	I can see	I can hear	I can feel and/ or touch	I can smell
Exterior				
Garden				
Living room				
Dining room				
Kitchen				
Study/den				

My Grandparents' House

The home that means the most to me is my grandparents' house. Each time I go there, I feel a sense of comfort and warmth. Now that I'm in college, I don't get to spend much time there. But whenever I miss it, I just imagine it. When you first walk into my grandparents' house...

Writing Corner

When you write a descriptive essay:

- brainstorm about the topic and write down as many notes as you can about your memories and impressions of the house/place.
- make an outline of your essay and decide what each paragraph/section is going to focus on.
- include factual information, e.g. size, number of rooms, etc. as well as feelings/impressions.
- visualize the place you want to write about so you can help your reader visualize it too.
- use different senses, i.e. sight, feelings, smell, sound, and taste to make it more vivid.
- remember that smell is usually the most vivid and best retained memory.
- think of the first and last thing(s) you see, hear, feel, or smell (or almost taste) when you are there.

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11 Form, Meaning and Function

Words Connected with Asking for, Understanding and Giving Directions

Some words and phrases we commonly use when asking for and giving directions are:

Asking For Directions	Giving Directions
Excuse me, I'm looking for ...	Turn left/right.
Could you tell me where ...is?	Take a left/right.
Can you tell me how to get there?	Take the first/second left ...
Am I headed in the right direction for ...?	Go straight for a few miles.
	Keep going until you see ...
	When you get to ... you'll see ...
	If you see ... you've gone too far.

Understanding Directions and Asking Someone to Repeat Something

Asking Someone to Repeat Something
Can/Could you repeat that, please?
Could/Would you say that again?
What did you say about ...?
Excuse me, but I didn't catch the last part/the part about...
I'm sorry. I didn't catch that.
Would you mind repeating that?

A. Fahd and Faisal are driving to a friend's home. Read the conversation. Complete the gaps with a word or phrase from the charts above.

Fahd: I don't know why Google Maps can't find Al Nadwa Street. I think we'd better stop and ask for directions. There's a gas station. Let's pull over and ask someone.

Faisal: Oh, all right.

Attendant: You look lost.

Fahd: You can say that again. (1.) We're looking for Al Nadwa Street.

Attendant: I know this town like the back of my hand, and I can tell you that there's no street by that name. Do you mean Al Safarat Road?

Faisal: Oh, yeah! That must be it. I just got the street name wrong.

Fahd: (2.) ____________________ ?

Attendant: It's not far. You need to (3.) ____________________ out of here. Then (4.) ____________________ for a couple of miles. (5.) Keep going ____________________ an ice cream shop. If you see the Town Hall, (6.) ____________________. (7.) ____________________ after the ice cream shop and you'll be on Al Safarat Road.

Faisal & Fahd: Thanks!

B. Role-play with a partner. Imagine you are standing outside your school and it is very crowded and noisy. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Ask your partner to repeat something. Use phrases from the charts above.

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Expressing Requests, Offers, Promises, Warnings, and Spontaneous Decisions

Use *can* and *will* for requests. Use *will* for offers and promises.

Can you **tell** me where you live? — Sure. **I'll draw** you a map.
Will you **drive** me home? — Sorry, I can't. I have an appointment.

Use *will* for spontaneous decisions.

Now the children have left for college, this house is too big for us.
I know! We'll downsize into an apartment.

The Future with Dependent Time Clauses: *When, Before, After, While, Until*

We can talk about a future event using a time clause with *when, before, after, while,* and *until*.
A present tense verb form (not a future form) is used in the time clause, and *will* is used in the main clause.

Don't worry. I'**ll** take care of the children **until you get back**.
When he finishes work, he'**ll** go straight home.
I'**ll** help him with his homework **while you wash** the dishes.
As soon as it stops raining, we'**ll** leave.
Dad **will** call mom at home **before we set** off on our return journey.

C. Put the verbs in parentheses in either the future tense (***will***) or the present tense.

I ___'ll call___ (call) you as soon as I ___get___ (get) home.

1. The company ______________ (manufacture) the parts when they ______________ (receive) the order.
2. He ______________ (travel) the world before he ______________ (get) married and settles down.
3. I ______________ (run) to the store before it ______________ (start) raining.
4. When you ______________ (drive) down the road, you ______________ (see) a large, red building.
5. ______________ you continue ______________ (argue) with me until I ______________ (change) my mind?

D. Read the conversation and write an appropriate ending using ***will***. Compare with a partner.

Omar: Sultan, will you do me a favor?
Sultan: Sure. What do you want me to do?
Omar: If Fahd calls, tell him I'm not home. He always asks me to help him with the homework.
Sultan: Ok. No problem.
....
Fahd: Hello. This is Fahd. Can I speak to Omar?
Sultan: Hi Fahd. My brother's not here. Did you try his cell phone?
Fahd: Yes. I did. But there is no answer.
Sultan: Can I take a message?
Fahd: Yes. Please tell him I have free tickets for the football game tonight.
Sultan: ____.

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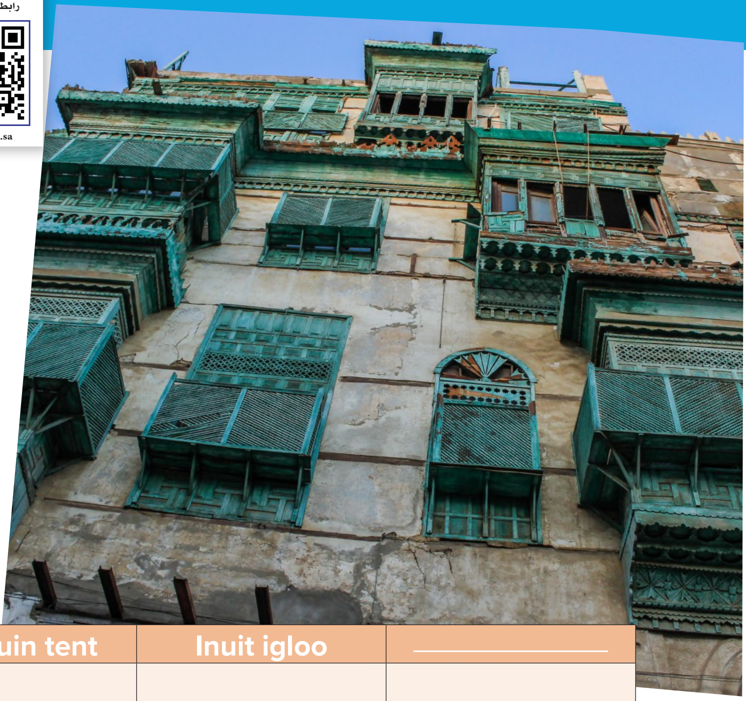
12 Project



1. Research different types of houses in the world (Arab countries, Africa, Europe, China, etc.).
2. Find and list their features. Then note down their advantages and disadvantages in relation to the country/area where they are built.
3. Make notes in the chart and use them to make a PowerPoint or poster presentation for your class.
4. Select and use pictures.
5. Invite your classmates to comment and/or ask questions after the presentation.

Type of home	African hut	Bedouin tent	Inuit igloo	________
Construction materials				
Size and shape				
Method/ease of construction				
Cost				
Number of inhabitants				
Rooms				
Cooking facilities				
Sleeping arrangements				
Heating/cooling				
Lighting				
Special features				
Advantages				
Disadvantages				

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13 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:
____________________ ____________________	____________________ ____________________

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
____________________ ____________________	____________________ ____________________

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about my dream home and feelings			
describe things I am looking for			
use adjectives in the correct order			
use *too* and *enough*			
give directions for places			
express requests, offers, promises, warnings; make decisions			
use dependent time clauses for the future: *when, before, after, while, until*			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
____________________ ____________________ ____________________	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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8 The Sporting Life

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1 Listen and Discuss

Make a list of what you already know about the Olympic Games. Then read the passage and underline the facts about the Games that are new to you.

Fascinating Olympic Facts

The ancient Olympic Games began in Greece in 776 B.C.E. and were held every four years until 393 C.E. It wasn't until about 1,500 years later, in the mid-1800s, that the games were revived in Greece. But the Olympics didn't become the event we know today until 1896, when a French historian named Pierre de Coubertin had the idea of making the games international, and founded the International Olympic Committee.

Medals weren't always a part of the Olympics. Giving medals to winners is a practice that began in 1896, and between 1896 and 1904, the top prize was a silver medal.

The youngest person that has ever competed in the Olympics was Dimitrios Loundras, a ten-year-old gymnast on the 1896 Greek gymnastics team.

Lighting the Olympic torch does not involve a match. It is lit using only the light of the sun and a special mirror.

At various times, the Olympics have included such unusual events as a swimming obstacle race, a tug of war, and live pigeon shooting.

The gold medal is not made of gold! It's actually 92.5 percent silver with a covering of six grams of gold.

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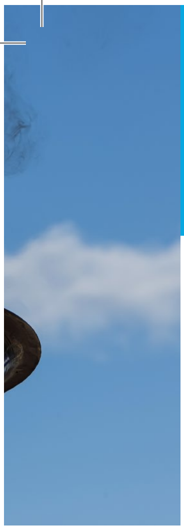

The marathon is an event named after the run of a Greek soldier, Pheidippides. In 490 B.C.E., Pheidippides ran from Marathon to Athens (about 26 miles, or 42 kilometers) to deliver news about the Greeks' success in a battle. Running through the mountains and rocky land was extremely difficult. After Pheidippides arrived in Athens and delivered his news, he fell down and died. The first modern Olympics in 1896 included a race of 26 miles (42 kilometers), called a *marathon*, to commemorate Pheidippides' run.

Because the Greeks originated the Olympics, the Greek team always leads the procession of athletes during the opening ceremony of the Olympic Games. They are followed by the other teams in alphabetical order. The hosting country goes last.

Dropping sports from the Olympics is not uncommon. In fact, many popular sports have been dropped through the years, including rugby, golf, baseball, and softball. Adding a new event can only happen if another one is dropped.

Quick Check ☑

A. Vocabulary. Complete the sentences with one of these words:

commemorate	marathon	originated	practice	procession	revived

1. The parade will begin with a ______________ of students marching down the avenue.
2. The board game chess ______________ in India in the 6th century.
3. The Eiffel Tower was built to ______________ the 100th anniversary of the French Revolution.
4. Thousands of runners participate in the ______________ every year.
5. The new museum has ______________ tourism in our city.
6. The ______________ of exchanging rings during a wedding ceremony dates back to ancient times.

B. Comprehension. Answer ***true*** or ***false***.

1. _____ The Olympic Games have occurred every four years since 776 B.C.E.
2. _____ The host country always leads the Olympic procession.
3. _____ A swimming obstacle race was once an Olympic sport.
4. _____ Before 1896, athletes who came in first place won a silver medal.
5. _____ The marathon commemorates an ancient Greek sporting event.
6. _____ Pheidippides fell down and died soon after completing his run.

2 Pair Work

Work with your partner to design a new Olympic flag. What will each color or symbol represent? Draw your flag and explain it to your classmates.

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3 Grammar

Gerunds as Subjects

A gerund or a gerund phrase can be the subject of a sentence.

Swimming uses more muscles of the body than almost any other form of exercise.
Watching sports isn't nearly as fun as playing them.

Make a gerund or gerund phrase negative by putting *not* before it.

Not exercising is a sure way to gain weight.
Not warming up before you exercise can lead to injuries.

Note that a gerund subject takes a singular verb.

Getting in shape **takes** time and effort.

Superlative + Present Perfect

The present perfect can be used after a superlative.

This is **the most exciting** sporting event **I've been** to in a long time.
Who is **the best** football player you**'ve** ever **seen**?

A. Rewrite each sentence with a gerund or gerund phrase as the subject.

It is foolish to ride a motorcycle without a helmet.
Riding a motorcycle without a helmet is foolish.

1. It is easier to lose weight when you're physically active.
______________________________ is easier when you're physically active.

2. The thing that stops many people from being physically active is not having enough time.
______________________________ stops many people from being physically active.

3. It gives a runner a sense of satisfaction to complete a marathon.
______________________________ gives a runner a sense of satisfaction.

4. It is difficult, but thrilling, to learn how to ski.
______________________________ is difficult, but thrilling.

5. The most important part of playing a sport isn't winning.
______________________________ of playing a sport.

6. It is dangerous to scuba dive without proper training.
______________________________ is dangerous.

7. It is not a good idea to swim after eating.
______________________________ is not a good idea.

8. It is gratifying to see your body become trimmer and stronger.
______________________________ is gratifying.

9. It is exciting to attend a live sporting event.
______________________________ is exciting.

10. It is disappointing not to get a chance to play for your team.
______________________________ is disappointing.

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B. Complete each sentence with a gerund or gerund phrase.

Watching a training video helps me to exercise.

1. ______________________ is a good idea.
2. ______________________ gives me energy.
3. ______________________ takes a long time.
4. ______________________ is one way to make friends.
5. ______________________ makes me feel good about myself.
6. ______________________ is easy for some people, but difficult for others.
7. ______________________ is something I try to avoid doing.
8. ______________________ is a bit boring.
9. ______________________ is thrilling, but dangerous.
10. ______________________ is something I want to try someday.

C. Answer the questions with a partner. Use superlatives + the present perfect.

1. What is the funniest joke you've ever heard?
2. What is the bravest thing you've ever done?
3. Who is the most admirable person you have ever known?
4. What is the most beautiful place you've ever visited?
5. What is the best film you've ever seen on TV?
6. What is the most embarrassing thing that's ever happened to you?
7. What is the greatest thing that's ever happened to you?

D. Identify the sport each piece of equipment comes from. Then write a sentence about each sport using either a gerund (phrase) as subject, or the superlative + present perfect.

1

2

3

4

5

6

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4 Conversation

Coach: After two years of training, we're finally at the regional skating competition! How does it feel, Barry?

Barry: Actually, not so good. I'm not sure I'm up for this.

Coach: What are you talking about?

Barry: What if I mess up?

Coach: You're not going to mess up. You've been practicing day and night. You have your routine down pat. Skating in front of those judges is going to be a piece of cake. Now, I want you to take a deep breath and exhale. Trust me. You're going to knock their socks off.

Barry: Do you really think so?

Coach: You bet! I have total confidence in you. You have the guts and the talent to win this competition. There's no doubt in my mind that you can do it.

Barry: OK. I feel better. I'm psyched.

Coach: You'll be on in a few minutes. You should get your skates on. Where are your skates?

Barry: My skates? Oh no! I left them in the car!

Real Talk

up for = ready for
mess up = make a mistake
down pat = at the point of perfection
You bet! = Of course!
guts = courage
psyched = excited and psychologically prepared

About the Conversation

1. Where are Barry and his coach?
2. How does Barry feel at first?
3. How does his coach help him?
4. What's the problem at the end?

Your Turn

Role-play with a partner. Pretend you are about to do something you are nervous about, such as take an important exam, or give a presentation in front of the class. Your partner will offer encouragement and express confidence in you.

Encouraging and Expressing Confidence in Someone

(I know) You can do it.
I have confidence/faith in you.
There's no question in my mind...
You've got what it takes.
You'll do great.
You're going to knock 'em dead/knock their socks off.

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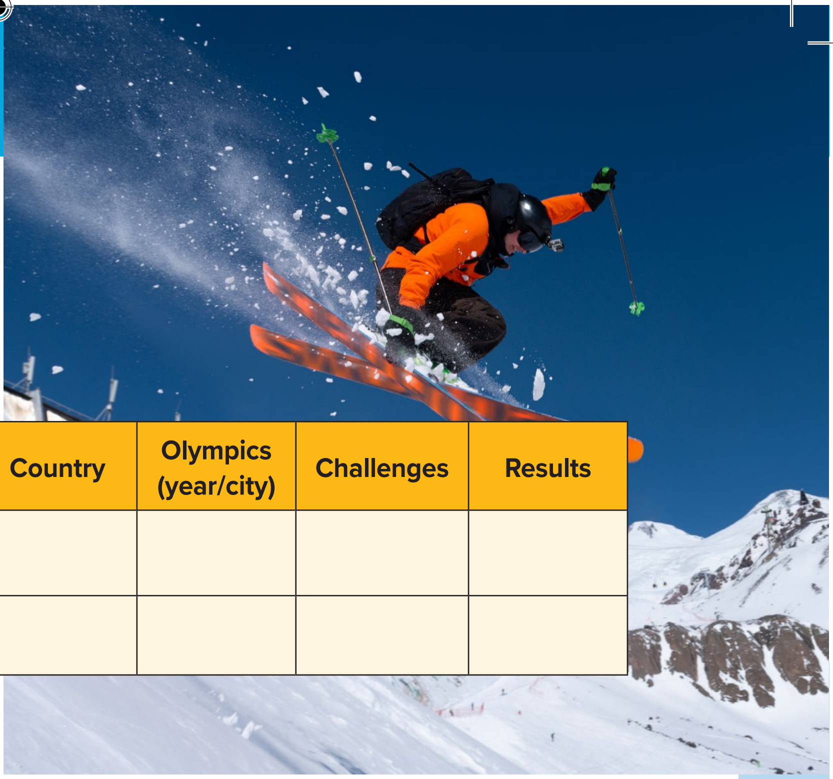

5 Listening

Listen to the profiles of unusual Olympic athletes and complete the chart.

	Nickname	Sport	Country	Olympics (year/city)	Challenges	Results
Eddie Edwards						
Eric Moussambani						

6 Pronunciation

In English, the letters **th** can have different pronunciations. In the word ***th****ank*, the ***th*** sound does not have a vibration. In the word ***th****em*, the ***th*** sound does have a vibration. Listen and identify the ***th*** sounds.

1. Every so often an Olympic a**th**lete becomes famous not for being a**th**letically gifted, but for *not* being a**th**letically gifted.
2. Take Eddie "**Th**e Eagle" Edwards, for example.
3. Edwards was 20 pounds (9 kg) heavier **th**an **th**e next heaviest competitor.
4. He wore his glasses even **th**ough **th**ey fogged up badly.
5. Eddie is easily **th**e worst ski jumper **th**at has ever competed in **th**e Olympics.
6. Ano**th**er example of an Olympic a**th**lete who gained fame for his lack of skill is Eric "**Th**e Eel" Moussambani.

7 Vocabulary Building

A. You will see these words in the reading on pages 126 and 127. Match the words with their meanings.

1. ______ milestone
2. ______ cross-country skiing
3. ______ ski-jumping
4. ______ merit
5. ______ terrain
6. ______ be interspersed with
7. ______ Alpine skiing
8. ______ freestyle skiing
9. ______ astounding
10. ______ spectator (sport)

a. a skiing event that involves jumping off a long steep sloping platform through the air as far as possible
b. astonishing, amazing
c. a very important event in the development of another event or course of events
d. a sport that people go to watch
e. skiing downhill on skis with fixed heel binding
f. be combined with / interrupted by something at regular intervals
g. a particular type of land
h. an acrobatic form of technical and aerial skiing
i. skiing across fields not down slopes
j. an advantage or positive feature

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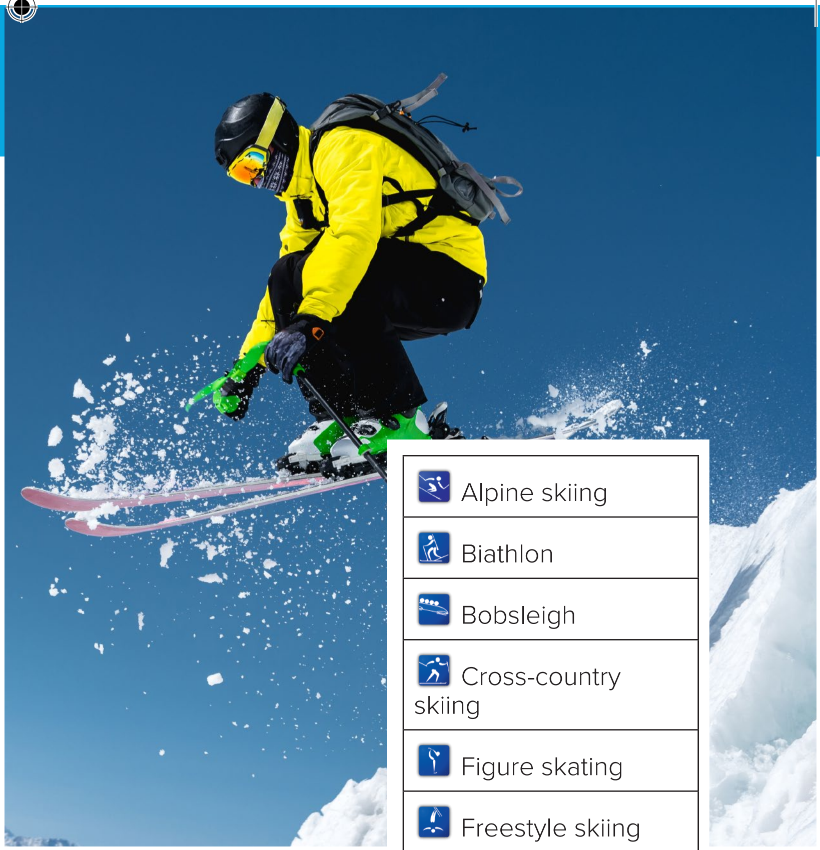
8 Reading

Before Reading

Which winter sports have you watched, heard/read about, or participated in? Where are winter sports more popular? Why?



- Alpine skiing
- Biathlon
- Bobsleigh
- Cross-country skiing
- Figure skating
- Freestyle skiing
- Ice hockey
- Luge
- Nordic combined
- Short track
- Ski jumping
- Speed skating

A country born on Skis

Norway, a small country of 5.5 million inhabitants, has won more Winter Games medals than any other nation. It became the first country to win 100 Olympic gold medals, and reached the 300-medal milestone in the Winter Games of 2010.

Norwegians go cross-country skiing, ski-jumping, or downhill skiing on weekends, on holidays, and after work. When the snow starts melting in spring, they move it up to the mountains. And if there is no access to snow, they skate on ice. 2,500 lit tracks all over the country make it possible for people to ski in winter, although it gets dark early.

Norwegians have enjoyed skiing for thousands of years. A rock carving in Nordland County in the north provides evidence that the use of skis dates back to the Stone Age. Until about a century ago, skis were the only means of transport in winter and essential for hunting.

Skiing did not become a mass sport until the mid-1880s when the first competitions were arranged. Sondre Norheim, who is considered the father of modern skiing, was the originator of the Telemark skis, which are narrower in the middle than at the front and back and have stiff heel bindings. The shape made turning easier, and the heel binding allowed skiers to jump from rooftops or over rocks without losing their skis.

Polar explorers made skis known internationally and demonstrated their unique merits on terrain that could not be crossed any other way. Roald Amundsen was the first man to reach the South Pole in 1911, on skis. Fridtjof Nansen crossed the Greenland interior on skis in 1880. Other explorers have followed the routes used by these two famous explorers and skied to both the North and South Poles.

Annual cross-country events are organized throughout Norway, attracting a great number of participants. Such events are not restricted to athletes, but include "keep fit" categories that allow more people to participate. Enjoying the exercise and nature is as important as achieving the fastest time and winning prizes in these events.

Biathlon was first included in the Winter Olympic program in 1960. It is a cross-country skiing race interspersed with shooting contests. Norwegians are very strong cross-country skiers and have won most of the cross-country skiing medals in the Winter Olympics over the years.

Alpine skiing has also gained a lot of followers, as has freestyle, which is a relatively newer sport. Norwegians are among the world's best in freestyle.

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Speed skating used to be a large spectator and participation sport on a par with cross-country skiing. Cross-country skiing, ski jumping, and Alpine skiing seem to have taken over and overshadowed speed skating, although Norwegian speed skaters are among the best in the world.

In winter in Norway, every sheet of ice is covered with children playing hockey or skating. Indoor rinks are also used for skating and ice hockey. While other Scandinavians huddle around fireplaces, Norwegians bundle up and go out skiing. This could explain the reason why they have won such an astounding number of medals in the Winter Olympics.

After Reading

Answer ***true*** or ***false***.

1. ______ Norwegians go cross-country skiing in their free time.

2. ______ The use of skis dates back to about a century ago.

3. ______ Telemark skis are narrower in the middle and have soft heel bindings.

4. ______ Amundsen was the first man to reach the South Pole in 1911.

5. ______ Annual cross-country events are restricted to "keep fit" categories.

6. ______ Speed skating used to be very popular.

7. ______ Norwegians are the best in Alpine skiing.

8. ______ Children skate and play hockey on sheets of ice.

9 Speaking

1. Work in pairs or groups. Name at least two Olympic medalists from Saudi Arabia. Which sports did they compete in? Are these sports popular in your country?

2. Research and collect information about popular sports in your country. Make notes in the chart. Then use your notes to talk about the sports you have chosen.

3. What is your opinion? Do you enjoy watching or participating in some of these sports? Why? Why not?

Name of sport	Individual or team sport	How and where it is played	What the objective is	Why it is popular

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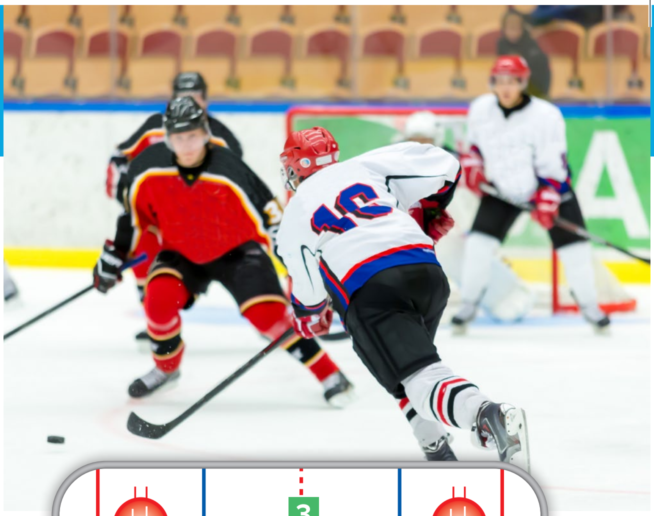
10 Writing



A. Do you know how ice hockey is played? Look at the picture and guess. Compare ideas/information in class.

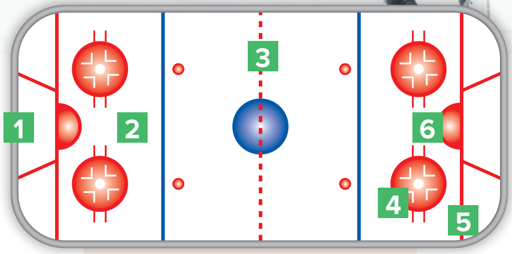
1. Read the first part of the text and label the different parts of the ice hockey rink (your team is on the left).

2. Read and find out. Then discuss/compare answers in class.

- How many players does each team have? What kind of players are they?
- What is the objective of the game?
- What kind of equipment do players use?
- What is allowed? What is not allowed?
- What are "bodychecks"? Why are they used?
- How does the puck move?
- How long are penalties?

3. Use the appropriate words or phrases as headings.

Penalties	**Moving the puck**	**Equipment**
Players	**Stopping the game**	**The Rink**



1. ____________
2. *defending zone*
3. ____________
4. ____________
5. ____________
6. ____________

(1) ____________

Ice hockey is played on a rink that is 200 feet (61 meters) long and 85 feet (26 meters) wide with painted lines to indicate various zones. The area behind the blue line of a team's side is called its **defending zone**. The area behind the opponent's blue line is the **attacking zone,** and the area between the two blue lines is the **neutral zone**. There are two sets of **goal posts** at either end of the rink with a net attached behind them. The red line between the two posts is the **goal line**. The area in front of the goal is called the **crease**.

(2) ____________

Each team has three kinds of players: three **forwards** (the center and two wingers), two **defensemen**, and a **goaltender**.

(3) ____________

The objective of the game is to score goals by shooting the **puck**, a hard rubber disk, into the opponent's net. The players control the puck with a long **stick** curved at one end. They also wear a lot of padding and helmets to avoid getting hurt.

(4) ____________

Players are not allowed to use their hands in order to redirect the puck nor pass it to their teammates, unless they are in the defensive zone. They may redirect the puck with any other part of their bodies, but not kick it.

(5) ____________

The boards surrounding the ice keep the puck in the rink and are used to "**bodycheck**" opponents, i.e. push them against the boards in order to stop their progress. Play can also be stopped if a goal is knocked out of position. It is then restarted with a **face-off**, i.e. two players face each other on the ice and try to gain control of the puck that an official drops to the ice.

(6) ____________

If an offensive player interferes with a goaltender's defense he is given a **penalty** and sent to the **penalty box** for two to five minutes.

4. Check you have understood the instructions on how to play the game. Close your book and tell your partner.

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B. **1.** Choose a sport or a recreational activity that you like doing.

2. Think about the sport or activity and make notes in the chart. Add more steps/stages if necessary.

3. Use your notes to write an email to your friend giving information about your sport or recreational activity.

Name of sport or recreational activity: ________________________________	
Where can you do this activity?	
When can you do this activity? e.g., summer, winter, etc.	
Do you need any special equipment to take part in this activity?	
What do you have to do to prepare for this activity? What is involved in doing this activity? e.g., stages, rules etc.	
Why do you like this activity?	
Would you recommend this sport or activity to your friend? Why?	

Back to school

Reply | Reply to all | Forward | Print | Delete

To: majid@megagoal.com
Cc:
Subject: Fishing
Attachment: 1Big fish.jpeg

Hi Majid,

How's school? How's your family? I hope you are all well. You asked about fishing: Well, guess what? Last week I caught the biggest fish you've ever seen! Let me tell you how you can do it, too!

The first thing you need to do is prepare your line with bait ...

I'm attaching a photo of me fishing with my dad! We look good, huh? I'm really looking forward to seeing you again. Send me all your news soon.

Your friend,

Ali

Writing Corner

When you write an email to a friend giving news and instructions:

- greet and sign off the email in an informal manner, e.g., Hi/Hello/Dear ...
- write as if you are speaking to your friend directly.
- give your news e.g., school, a recent activity you have taken up.
- if the reader doesn't know the sport or activity, give details about what's involved and the stages and steps.
- hand over the first draft to someone else to read and comment on.
- edit and rewrite.

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11 Form, Meaning and Function

Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive tense to talk about an action that started in the past and has a connection with the present time. The action may or may not have finished.

Use the present perfect progressive to emphasize the results of the action.

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done.

Present Perfect Progressive

How long **have** you **been learning** to ski?
I have **been learning** how to ski for six months.

Present Perfect Simple

I **have attended** five cross-country skiing events.

Time Expressions: *How long ...?*

Use the present perfect progressive tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time.*

Use the present perfect progressive with *since* to indicate when the action began: *since yesterday, since last June, since 2010.*

Use the present perfect progressive with *all*... and so on to talk about the duration of the action, which may or may not have finished: *all day, all week, all month, all year, all my life.*

A. Read the words in the chart below and find the sport that connects them. Complete the chart below with the name of the sport.

1. *swimming*	2. ______	3. ______	4. ______	5. ______
goggles	board	snow	trainers	boots
swim hat	sea	slope	net	gloves
swimwear	swimwear	mountain	ball	shorts
flippers	sail	gloves	racket	ring
pool	wind	snow boots	shorts	mouth guard
		skis		

B. Compare your answers in exercise **A** with a partner. Ask and answer about different sports. Use the chart above for ideas and use the present perfect progressive tense.

A: Do you know how to ski?

B: Yes, I do. **I have been skiing** since I was ten years old. How about you?

A: I don't know how to ski, but I know how to play football.

B: How long **have you been playing** football?

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Adverbs of Manner

Adverbs of manner express how something is done. They are normally formed by adding *–ly* to an adjective.

How did he explain? He explained **carefully**.

Sometimes an adjective and adverb have the same form.

He's a **fast** runner. ➜ He runs **fast**. He's a **hard** worker. ➜ He works **hard**.

The adverb form of *good* is *well*.

Can Ali dive? Yes. He's a **good** diver. He dives really **well**.

Comparative Forms of Adjectives and Adverbs

The comparative form of most one syllable adjectives and adverbs is formed by adding *–er: slow—slower; fast—faster; hard—harder.*
Some comparative forms of adjectives are irregular: *good—better; bad—worse*
The comparative form of most two or more syllable adjectives and adverbs is formed by adding *more: difficult—more difficult; carefully—more carefully.*

Adjective Comparative

The **youngest** athlete was **faster** than all the others. Football is **more thrilling** than basketball.

Adverb Comparative

The man climbed **higher** and **highe**r up the mountain.
The earthquake got stronger and the walls shook **more violently.**

Than and *As* … *As*

Use *than* to compare two people, animals, things, ideas or situations.
That athlete trains **harder than** all the other athletes.
Use *as* … *as* to show two items are the same in some way.
Skiing is **as dangerous as** snowboarding.
Use *not as* … *as* to show two items are not the same in some way.
The fold-up bicycle is **not as bulky as** a regular bicycle.

C. Read the advertisement for winter ski vacations. Complete the gaps with the appropriate word(s).

There is more to a winter trip *than* just skiing!

Are you thinking of going on skiing vacation? Do you ski as __________ (1. good) as your family? If not, then don't despair. There is lot more to a trip to the snow __________ (2.) skiing. There are lots of things you can do: snowboarding, bob-sled riding, snow scooting and the __________ (3. late) craze, snow rafting.

Snowboarding is the __________ __________ (4. popular) alternative to skiing. It is __________ (5. easy) than skiing and a lot __________ (6. fashionable). Bob-sled riding can be a lot of fun, tiring and very scary! Why? Reaching speeds of up to 70 mph, it is a lot __________ (7. fast) than skiing. This is not a sport for the faint-hearted! Snow scooting and snow rafting are fairly new sports. Both involve riding down mountain slopes at very high speeds. Snow scooters are a __________ (8. good) choice for those who like doing tricks. If you like riding with friends instead, then snow-rafting is the __________ (9. good) choice.

And remember, building a snowman is as fun __________ (10.) any sport!

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12 Project

A long list of different sports and events are included in the Summer Olympics, such as:

Archery	Boxing	Equestrian	Gymnastics	Rowing	Table tennis	Volleyball
Athletics	Canoeing	Fencing	Handball	Sailing	Taekwondo	Water polo
Badminton	Cycling	Field hockey	Judo	Shooting	Tennis	Weightlifting
Basketball	Diving	Football	Pentathlon	Swimming	Triathlon	Wrestling

1. Circle the ones that you are familiar with. Find out if your classmates know more about the sports/events that you are not familiar with.

2. Work in pairs or groups.
- Research and find out which sports/events are the most popular ones.
- Choose two popular sports/events to research and collect information about.
- Use the chart to make notes and select photos/pictures.
- Design and make a poster to display on the wall of your classroom for your classmates to read.
- Answer questions about your poster.

Name of sport/event	1. ______________________	2. ______________________
Date it was introduced in the Olympics		
History (place of origin, development, popularity, key people)		
Objective (of game/sport/event)		
First and latest gold medalists and countries of origin		
Current status in the Olympics and the World Championship		
Preparation of athletes (inclusion in the Olympics, semi-finals, or finals)		

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13 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:
____________________ ____________________	____________________ ____________________

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:
____________________ ____________________	____________________ ____________________

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about the Olympics, sports and athletes			
encourage and express confidence in someone			
explain steps in a process or game			
use gerunds as subjects			
use the superlative + present perfect			
use the present perfect progressive versus present perfect simple			
ask: *How long ...?*			
use adverbs of manner			
use comparative forms and structures with adjectives and adverbs			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
____________________ ____________________ ____________________	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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9 Laugh Out Loud

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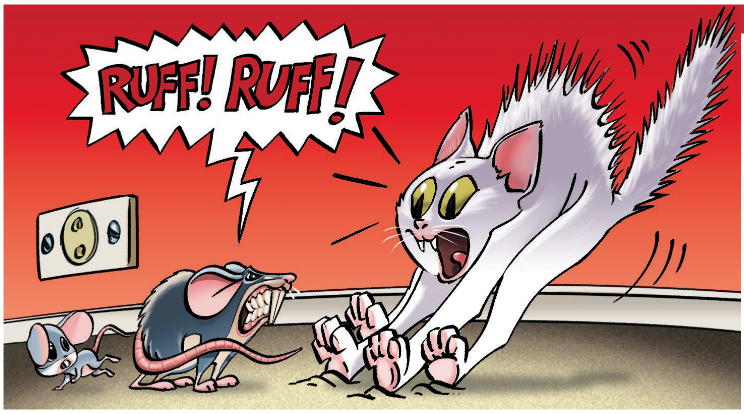
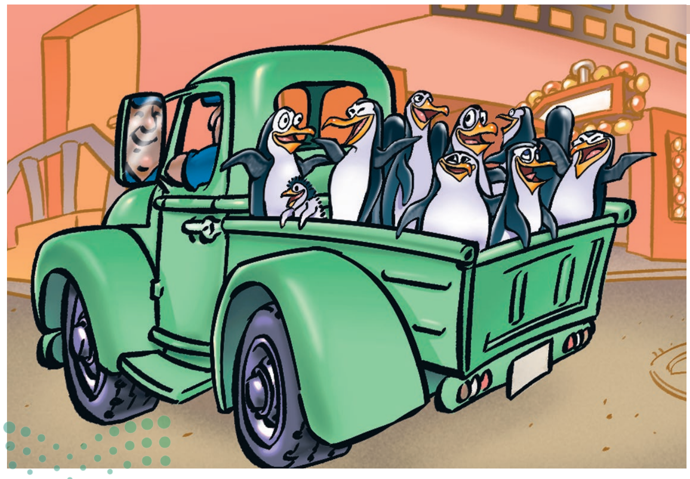
1 Listen and Discuss

1. What TV show or comedian makes you laugh the most? Why?
2. What is the funniest joke you know?
3. What do you think makes a joke funny?



A family of mice were being chased by a cat. The scared mice were cornered when the father mouse turned around and barked "Ruff! Ruff! Ruff!" The surprised cat ran away. When one of the young mice said, "Nice going, Dad," the father mouse replied, "You see son, it pays to be bilingual!"

A student with a parrot on his shoulder leaves a lecture theater. Another student follows him. He stops him and says, "I'm sorry to bother you, but I have to say, I was astonished by your parrot's remarkable reaction to the lecture on ancient history. He seemed frightened at the frightening parts, sad at the depressing parts, fascinated at the interesting parts, and amused at the funny parts. I could have sworn, I even heard it laugh. I have to say, I was amazed. Don't you find it surprising?" "Yes," he replies, "I was very surprised. He hated the class!"



A truck driver is driving a truckload of penguins to the zoo in the next town, when his truck breaks down. While he's working on the truck, another truck driver stops and asks if he needs help. The first truck driver says, "If I gave you $100, would you take these penguins to the zoo?" The second trucker agrees to do it. Hours later, the truck driver is still trying to fix his truck when the second truck driver drives past with all of the penguins still in his truck. The puzzled first truck driver says, "Didn't you take them to the zoo?" The second truck driver says, "Yes, we went to the zoo, and there was money left over. So now we're going to a restaurant."

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A grasshopper, a snail, and a centipede are relaxing in the grasshopper's house, when they realize that they are getting hungry. They decide that one of them should go out for a pizza. The snail says, "I'd go, but I'm kind of slow." The grasshopper says, "I don't mind going, but my hopping will shake the pizza and mess it up." So they decide to send the centipede. The snail and grasshopper wait and wait. The longer they wait, the hungrier they get. Finally, when an hour passes and the centipede still hasn't returned, the irritated snail and grasshopper decide to go look for him. They get as far as the front door where they find the centipede sitting there putting on his shoes.

Quick Check ☑

A. Vocabulary. Complete the sentences with one of these words:

astonished	fascinated	puzzled
bilingual	irritated	remarkable

1. Someone who can speak both Arabic and English is ______________________.
2. Someone who is amazed at something is ______________________.
3. Something that is incredible can also be called ______________________.
4. Someone who is confused by something is ______________________.
5. Someone who is annoyed at something is ______________________.
6. Someone who is very interested in something is ______________________.

B. Comprehension. Answer the questions.

1. How is the word "bilingual" used in a humorous way in the joke about the mice?
2. Why was the student at the lecture theater amazed by the parrot?
3. Why was the parrot owner surprised? Why is this funny?
4. How did the second truck driver misinterpret the first truck driver's request?
5. Why shouldn't the snail and grasshopper have sent the centipede out for the pizza?

2 Pair Work

Think of a joke you know that involves two people. With your partner, write the joke as a role-play and perform it for the class.

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3 Grammar

Past and Present Participial Adjectives

The past participle and the present participle forms of a verb can be used as adjectives.

Past participles generally end in *-ed* (but can also end in *-d*, *-t*, *-en*, or *-n*) and describe how someone feels.

The mice were **frightened** of the cat.

Present participles always end in *-ing* and describe what causes the feeling.

The cat was **frightening**.

Participial adjectives can appear after *be* or in front of nouns.

My grandfather's stories about his childhood are **amusing**.
My grandfather tells **amusing** stories about his childhood.

Get + Adjective; *Get* + Past Participle

Get before an adjective or past participle suggests that something is changing or starting to happen.

Get can be followed by an adjective.

The grasshopper and the snail **got impatient** waiting for the centipede.
It's almost time for me to give my presentation. I am **getting nervous**.

Get can also be followed by a past participle which functions as an adjective.

You should put on sunscreen. You're **getting sunburned**.
My mother **gets worried** if I'm not home by 10:00.

The...the Comparatives

The...the is used with two comparatives to say that the first thing has an effect on the second.

The longer the telephone call, **the bigger** the telephone bill.
The funnier the joke, **the harder** the audience laughs.
The more I get to know my classmates, **the better** I like them.

A. Complete the sentences with the present or past participle of the verb in parentheses.

1. When Jack found out that he wasn't accepted to his first choice of university, he was ______________. The news was ______________. (disappoint)
2. Calling someone by the wrong name is ______________. I did it last week with a new friend and I was terribly ______________. (embarrass)
3. People who talk about themselves all the time are ______________. I used to have a friend like that, who ______________ me all of the time. (irritate)
4. I'm never ______________ by noises in the dark. It surprises me that other people think they are ______________. (frighten)
5. Many people find winter to be a ______________ season. Months of rain and snow can make people feel ______________. (depress)

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B. Complete each sentence with the correct form of ***get*** + an adjective or past participle from the box.

confused	dark	dizzy	excited	rich
crowded	dirty	engaged	frightened	worried

1. Gisele was supposed to be home an hour ago. I'm ___________________________.
2. I prefer to use the gym early in the morning. It ___________________________ in the afternoon.
3. I ___________________________ and accidentally showed up for the appointment on the wrong day.
4. You know winter is coming when it starts ___________________________ earlier.
5. I think I may have the flu. I'm tired and I'm starting to ___________________________.
6. Kevin ___________________________ when he was twenty-four and was married six months later.
7. We're going on vacation next week. We're ___________________________ about it.
8. I'd recommend not buying white shoes. They ___________________________ so quickly.
9. "Setting up your own business is a good way to ___________________________, " said the business man.
10. Dale ___________________________ when he rides the roller coasters at the park.

C. Finish each sentence with a ***the***...***the*** comparative.

The more money I make, the more computer games I buy.

1. The more it rains,...
2. The better my English gets,...
3. The more TV I watch,...
4. The earlier the class,...
5. The farther we run,...
6. The richer you are,...
7. The older I get,...
8. The more sleep I get,...
9. The warmer the weather gets,...
10. The quicker we work,...

D. Write a story about the picture. Use past and present participial adjectives, ***get*** + adjective, ***get*** + past participle, and ***the***...***the*** comparatives.

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4 Conversation

Charlie: Hi Hashim. How are you doing?

Hashim: Oh. I don't know. To tell you the truth, I'm feeling a bit down. I think the weather is getting to me. I'm tired of all this rain.

Charlie: You know what you need to cheer you up? A few good laughs. I've got a couple of killer jokes for you.

Hashim: I don't know, Charlie. I'm not a big fan of jokes.

Charlie: Just listen. Here's a good one. A cowboy rides into town on Sunday, stays for three days, and leaves on Sunday. How is this possible?

Hashim: I don't know. How?

Charlie: Because his horse's name is "Sunday"! Well, what's the matter? Don't you get it?

Hashim: Yeah. I get it. Though it didn't exactly blow me away.

Charlie: How about this one. Why is six afraid of seven? Because seven ate nine. Get it? "Ate" like the number "eight"?

Hashim: Yeah, I get it. I just don't think it's funny. But, I do feel better.

Charlie: If you didn't think they were funny, why do you feel better?

Hashim: Because you're trying to cheer me up. You're a good friend, Charlie—even if you do tell terrible jokes.

Charlie: No, I don't! Hey, did you hear the one about...

Real Talk

To tell you the truth = To tell you exactly how I feel
getting to = annoying or bothering
cheer you up = make you feel happier
killer = great, amazing
blow me away = really impress me

About the Conversation

1. Why is Charlie telling Hashim jokes?
2. What is Hashim's reaction to the jokes?

Your Turn

Role-play with a partner. Tell your partner a joke. Use some of the phrases for telling and responding to jokes.

Telling and Responding to a Joke

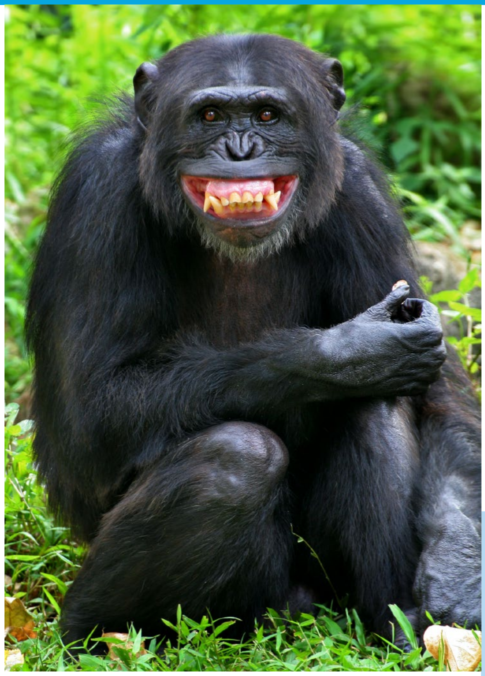
I have a good one.	Do you get it?
Did you hear the one about...?	I don't get it.
*This guy walks into a...	

*__NOTE:__ The present simple tense is often used in joke telling to make the situation feel more immediate.

5 Listening

Listen to the report about animals' ability to laugh. Complete the chart.

Animals that laugh	What makes them laugh?	What does the laugh sound like?



6 Pronunciation

Listen to the *b* and *v* sounds in each sentence. Then practice saying the sentences.

1. Until recently, it was **b**elie**v**ed that laughter was unique to humans.
2. The sound of human laughter has **b**een found to relie**v**e stress.
3. A particular **b**ird that was o**b**ser**v**ed used human laughter.
4. It was disco**v**ered that this area of a rat's **b**rain lights up when it is tickled.
5. Howe**v**er, more research is needed **b**efore such a conclusion can **b**e reached.

7 Vocabulary Building

A. You will see these words in the reading on pages 140 and 141. Match the words with their meanings.

1. ______ cardiovascular
2. ______ equivalent
3. ______ hearty
4. ______ antibodies
5. ______ pediatric
6. ______ stimulate
7. ______ enhance
8. ______ prompt
9. ______ genuine

a. real, not false
b. to increase energy or activity
c. strong and with feeling
d. related to the medical care of children
e. equal
f. to improve
g. substance produced by the body to fight germs and infection
h. to cause someone to do something
i. involving the heart and blood vessels

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

1. What do you think each Hadith means? Discuss your thoughts in class.
2. Read the passage and underline important details about laughter.

Islam encourages smiling and moderate laughter.
For example, the following two Hadith indicate the virtue of smiling in Islam:

"Your smiling in the face of your brother is a charitable act." *(Aladab Almufrad, 891)*

"Don't consider anything insignificant out of good things even if it is that you meet your brother with a cheerful face." *(Sahih Muslim, 2626)*

Laughter Really Is The Best Medicine

Are you feeling run-down? Stressed? Do you get sick easily? The solution to your problems may be surprisingly simple: Try laughing. Countless research studies have shown the amazing number of ways that laughter positively impacts both our mind and body.

Laughter has an immediate beneficial effect on our mood and sense of well-being. Generally speaking, the harder you laugh, the better you feel. But why is this? Research has found that laughter offers some of the same benefits as exercise. When you laugh, that laughter stretches, tones, and strengthens muscles in your face and body. It increases your heart rate and causes you to breathe faster, which increases oxygen levels in your body. According to William F. Fry, M.D., Associate Professor of Clinical Psychiatry at Stanford University, "Laughing 100–200 times per day is the cardiovascular equivalent of rowing for 10 minutes."

One study even found that laughter can help people lose weight. Researchers discovered that laughing out loud for 10–15 minutes a day can burn up to 50 calories. However, this certainly doesn't mean you should give up a visit to the gym for a hearty laugh. At the rate of 200 calories per hour, it would take over 17 hours of non-stop laughter to lose a single pound (450 grams)!

People who laugh often have other physical advantages as well. They tend to have lower blood pressure and lower stress levels. They tend to get sick less often because laughter has been shown to increase infection-fighting antibodies. Laughter has also been found to help fight disease and to help people recover from illness. This has led many hospitals to create programs designed to make patients laugh. For example, it is quite common to see a red-nosed clown joking with young patients in the pediatric ward. Hundreds of hospitals also provide patients with "humor carts," loaded with humorous cartoons, DVDs, comic books, and funny props.

Laughter has also been found to make people alert, stimulate the brain, and enhance learning. It also helps people to be more productive, to communicate more effectively, to sleep more soundly, and to form friendships more easily. In the mid-1990s, a doctor from India was struck by these benefits and brainstormed a way to bring more laughter into his patients' lives. The doctor, Madan Kataria, gathered a group of people together in a local park to practice laughing as part of a "laughter club." During the club meetings, Kataria would prompt members to laugh in a variety of ways.

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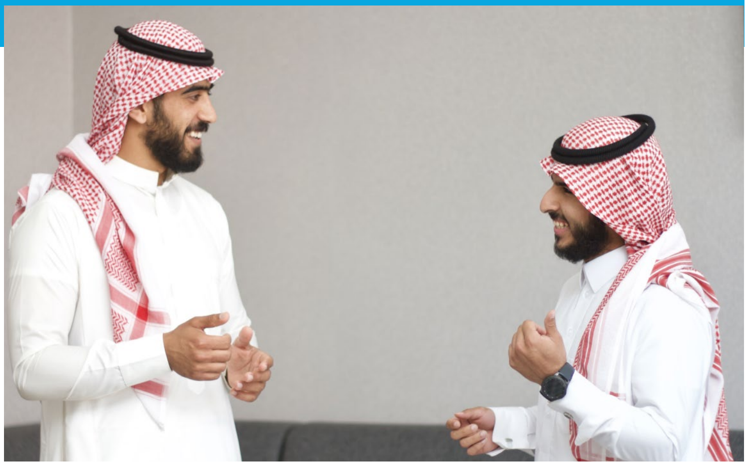
For example, he would tell them to greet one another with a laugh, or to laugh like a lion. Although Kataria discovered that fake laughter produces the same health benefits as genuine laughter, he was gratified to find that it usually didn't take long for fake laughter to turn into real laughter.



This idea of laughter clubs has been extremely successful. There are now more than 8,000 laughter clubs in 60 different countries. It seems laughter is indeed infectious! Now that you know the health benefits of laughter, think about ways you could bring more laughter into your life. Whether you go to comedy clubs, joke with a friend, or watch more comedies, your mind and body will soon be enjoying the many benefits of a good laugh.

HA! HA!

After Reading

Answer ***true*** or ***false***.

1. ______ Laughter increases oxygen levels in your body.
2. ______ People with lower stress levels tend to get sick more often.
3. ______ Clowns are a common sight in hospital emergency rooms.
4. ______ The first laughter club was started by an Indian doctor.
5. ______ Fake laughter does not produce the same health benefits as genuine laughter.
6. ______ There are about 800 laughter clubs in the world today.

9 Speaking

1. Work in pairs or groups. Brainstorm ways of bringing more laughter into your life.

2. Complete the chart with your notes and use it to help you talk about your ideas in class.

People and things that make me laugh	
Things, jokes, stories, and events that I find funny	
Things that make my friends laugh	
Things that prevent me from laughing	
The way I feel when I laugh	
What scientists say about laughter	
What I think about laughter	

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10 Writing

A. What is a sitcom?

1. Read the text and find out about sitcoms.
2. Think of sitcoms you have watched. Do you enjoy watching them? Why? Why not?
3. Who are your favorite characters? Why?

A sitcom is a situation comedy without an ending. It consists of episodes, but the situation goes on. The television sitcom was born in the 1940s and 1950s. It had originally existed as a radio show that listeners would tune into every week to spend some time with familiar characters they grew to know and liked.

When television arrived in the late 1940s, shows were filmed in front of a live studio audience, with three cameras recording everything for later editing. In the 60s sitcoms combined fantasy with comedy and used a laugh track instead of a live studio audience. In the 70s social issues were included, but in the 80s there was a return to the original family concept, the most important success factor behind sitcoms.

Nowadays, shows are filmed with a single camera, on location or on studio sets, with no laugh track or live audience.

4. Read the excerpt of the sample script below and find out:
   - Who the main characters are.
   - What has happened.

ACT ONE Scene One, Int. Living Room — Morning (Day 1) (Bill, Kevin)

KEVIN RUNS INTO THE LIVING ROOM WEARING HIS TRACKSUIT AND NOTICES A LETTER ON THE TABLE NEAR THE DOOR. AS HE TRIES TO OPEN IT, BILL WALKS IN WITH A FUNNY LOOK ON HIS FACE, POINTING TO THE LETTER.

KEVIN (excited)
Look! I got it! I'm a university student!

BILL (at a loss attempting to stop him)
But, but...

KEVIN RUSHES OUT THE DOOR, HOLDING THE ENVELOPE AS BITS OF CONFETTI START FALLING OUT MARKING HIS TRAIL; BILL STANDS AT THE DOOR SHAKING HIS HEAD.
HE IS HOLDING ANOTHER LETTER IN HIS HAND.

BILL
Ahhhh Kevin, you never stop. That letter...
It was an advertisement...

Scene Two, Ext. School Yard — Twenty Minutes Later (Kevin)

KEVIN IS RUNNING AROUND THE SCHOOL TRAILING CONFETTI...

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B. Scene Two: Kevin receives the following messages on his voicemail. Read the messages and say who has left the message and why. Discuss how Kevin will feel when he reads them.

1. Hi Kevin. This is Dad. Your brother has told us the wonderful news! Congratulations, son. We are very proud of you.
2. Hi Kevin. This is your bro, Bob. Well done. Do you want my help with moving your things? Call me.
3. Hello Kevin. This is Mr. Jackson from university admissions. Unfortunately, we don't have any record of an offer of a university place for you. Please could you call us at: 234-7684 ext. 43. Thank you.

C. Scene Three: Bill has left a message for Kevin at home. Read the message and explain why Bill has left the message. How does Bill feel? In pairs, write the voicemail message Kevin leaves for Mr. Jackson explaining the situation.

> *Hi Kevin,*
>
> *You ran out of the door so quickly that I didn't have a chance to explain. That letter was not from the university offering you a place. It was an advertisement! I'm really sorry .... I know how much you want to go to that college. Anyway, Mr. Jackson called and said they don't know who you are so you had better call and explain the situation. I'll be back at 6 p.m.*
>
> *See you later.*
>
> *Bill*

D. How will the episode end? Work with a partner and make notes. Write a short description of the final scene.

Notes about the final scene:

____

____

____

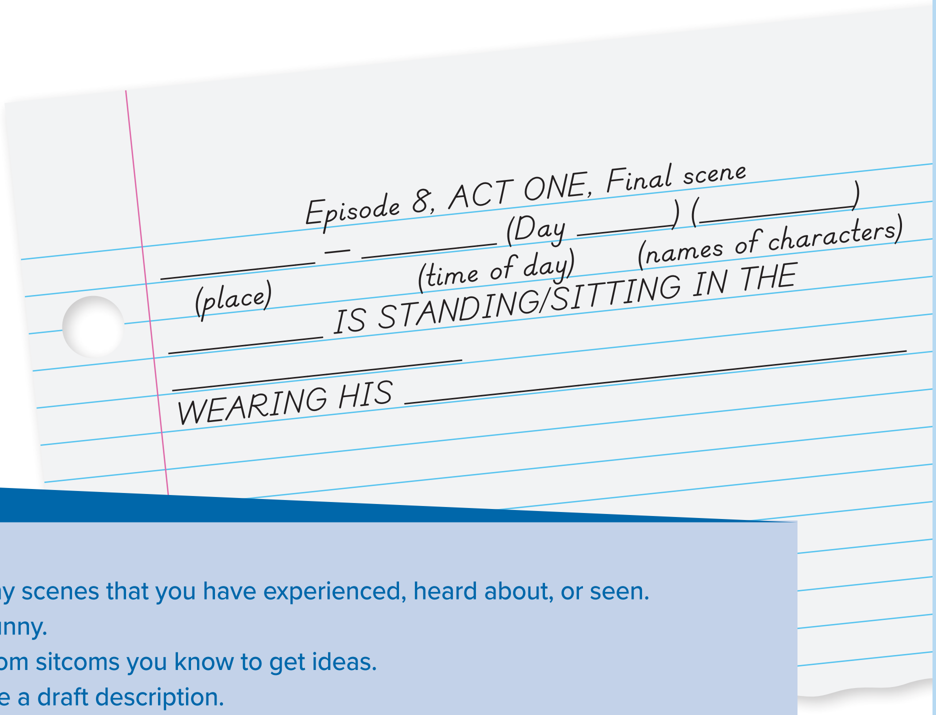
____

____

____

____

____



Writing Corner

When writing a sitcom:

- brainstorm ideas about funny scenes that you have experienced, heard about, or seen.
- identify what makes them funny.
- research and read scripts from sitcoms you know to get ideas.
- picture each scene and write a draft description.
- focus on the characters and list their characteristics (if possible draw them).
- outline the events in the episode.
- go back and edit, replace, or add to your material.
- give it to someone else to read before you finalize it.

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11 Form, Meaning and Function

Expressing Wishes, Regret and Criticism

Verb: *Wish*

Use *wish* for things that happened in the past that you now regret.

in the past	I didn't see the TV comedian.	I **wish** I **had seen** the TV comedian. Everyone thought he was so funny!
	I couldn't get the joke.	I **wish** I **had been able** to get the joke. I need to improve my English.
	I switched off before the end of the TV show.	I **wish** I **hadn't switched** off before the end of the TV show. The ending was supposed to be very good.

Use *wish* and if only for things you want to happen now or in the future but which you know probably won't happen.

in the present	I am not a big fan of his jokes.	I wish I found his jokes funny.
	I feel down today.	I wish I didn't feel down today. I wish I could cheer up.
	The comedian can't make people laugh.	The comedian wishes he could make people laugh.
in the future	He won't lend me his car.	I **wish** he **would lend** me his car.
	My brother will leave for college soon.	**If only** he **would stay**.

Expressing Criticism

Use *wish* or *if only* with *would* to express irritation or annoyance with a situation or the particular action of someone else.

I **wish** he **wouldn't use his cell phone** in class. I **wish** the children **would stop** interrupting.

Note: Use *if only* ... in the place of *wish* to express a wish, regret or criticism more emphatically: *If only it would stop raining, I wouldn't feel so depressed!*

A. Use the verb ***wish*** to complete the sentences. In some cases, more than one answer is possible.

Your best friend is a wonderful person, but he/she talks too much.
I wish that my best friend *didn't talk so much/wouldn't talk so much.*

1. I feel down. I think the weather is getting to me. It is so cold and wet.
   I wish ______________________________.
2. He is stressed and run-down. He gets sick easily.
   He wishes ______________________________.
3. Your parents won't let you go out tomorrow night.
   I wish my parents ______________________________.
4. You borrowed your brother's cell phone without asking for permission. Now he's angry.
   I wish ______________________________.
5. They won't stop laughing. It's annoying me.
   I wish ______________________________.
6. You want to buy someone a present, but you don't have enough money.
   If only I ______________________________.
7. Everyone watched the TV sitcom last night. They are all talking about it today. You didn't watch it.
   I wish ______________________________.
8. The clown was not funny. The children didn't laugh at his jokes.
   If only ______________________________.

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Such…That / So…That

Such and *so* make the meaning of an adjective or adverb stronger. *Such…that* and *so…that* are used to show cause and effect.

such + adjective + noun + *that*

The new TV sitcom is **such** a funny show **that** everyone in my class watches it.

so + adjective or adverb + *that*

The comedian was **so** amusing **that** he had everyone in stitches.
We laughed **so** much **that** we had tears in our eyes.

Can't, Could, Couldn't, Must, May, or *Might*

Use *can't, must, may,* or *might* to make suppositions, to speculate about something, and to draw conclusions. Use *must* to say we are sure of something. Use *can't* or *couldn't* to say that we think something is impossible. Use *may, might,* or *could* to say that something is possible.

The story about the green aliens **can't be** true. It **might be** a prank. It **must be** April 1st! (present)

The story about the green aliens **can't have been** true. It **might have been** a prank. It **must have been** April 1st! (past)

B. Match the sentences. Then use these ideas to write one sentence with ***so…that*** or ***such…that***.

I'm having *such* a good time *that* I don't want to go home.

1. ____ I'm having a good time.
2. ____ The food was spicy.
3. ____ Emma is a popular name.
4. ____The school is selective.
5. ____ The company received many complaints.
6. ____ My brother has won many sports trophies.
7. ____ You have made a big meal.

a. My mouth burned for half an hour after eating it.
b. We've had to build a shelf to put them on.
c. They only accept one student for every 100 applications.
d. I don't want to go home.
e. We'll never be able to finish it all.
f. There are four girls in the class with that name.
g. They had to recall the product.

C. Write sentences to speculate about the situations. Use ***can't***, ***could***, ***couldn't***, ***must***, ***may*** or ***might*** in your sentences.

*The boys look worried. They **must** have smashed the window.*

boys / worried **1.** fans / happy **2.** Nawal / angry **3.** parents / sad **4.** officer / surprised

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12 Project

1. Research films or sitcoms on TV and find scenes that you find really funny. Choose two films/sitcoms and watch the scenes again, if possible.
2. Make notes in the chart. Include as many details as you can.
3. Use your information/notes to prepare a PowerPoint presentation for your class.

Film/sitcom title	1. ______________	2. ______________
Scene/description		
Character(s) (name, role, actor)		
Script/what characters say		
Action(s) in the scene		
Funny element (behavior, words, appearance, act)		

4. Act out funny scenes in class for your classmates to guess the roles, actors, or film. Try to remember the lines from the script.
5. Present your presentation.

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13 Self Reflection

Things that I liked about Unit 9:	Things that I didn't like very much:

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about humor and tell jokes			
explain consequences with comparatives			
use past and present participial adjectives			
use *get* + adjective and *get* + past participle			
use *the…the…* comparatives			
express wishes, regret and criticism			
use *such…that/so…that; can't, could, couldn't, must, may,* or *might*			

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 7–9

1 Language Review

A. Write a response to each question. Include the word in parentheses and either ***too*** or ***enough***.

Why are you getting rid of this rug? (worn)
It's too worn.

1. Why can't we make a cake before the guests arrive? (time)
2. Why are you turning on more lights? (dark)
3. Why don't you like driving with him? (dangerously)
4. Why don't you like this landscape? (trees)
5. Why isn't he running in the marathon this weekend? (lazy)
6. Why don't you like small rooms? (claustrophobic)
7. Why do you find him difficult to understand? (quickly)
8. Why aren't you going to the game tonight? (tired)
9. Why don't you like this couch? (comfortable)

B. Form sentences by combining items from Boxes A and B. Use a gerund as the subject of each sentence. You can use words from Box B more than once.

Losing your keys is irritating.

Box A	Box B
fill out forms	boring
litter	exciting
lose your keys	fascinating
read about scientific discoveries	frightening
sit in a sauna	impossible
skydive	irresponsible
touch your ear with your tongue	irritating
witness a crime	relaxing

C. Write sentences using two or three adjectives to describe the following things.

your school
It has expensive new computer labs.

1. your room
2. this book
3. your favorite piece of clothing
4. a place to visit
5. your favorite food
6. the last car you rode in

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SAUDI ARABIA 2020

D. Use the words to write superlative + present perfect questions. Then ask and answer the questions with a partner.

interesting event / read about

A: What is the most interesting event you've ever read about?

B: The G20 2020 Summit hosted in Riyadh is the most interesting event I've ever read about.

1. beautiful place / visit ____________________
2. exciting city / visit ____________________
3. tall building / see ____________________
4. good book / read ____________________
5. spicy food / eat ____________________
6. hard thing / do ____________________
7. famous person / meet ____________________
8. scary film / watch ____________________
9. far place / travel ____________________
10. thoughtful present / receive ____________________

E. Write a story about the picture. Use grammar points from Units 7–9.

- ☐ multiple adjectives
- ☐ ***too*** and ***enough***
- ☐ past and present participial adjectives
- ☐ ***get*** + adjectives
- ☐ ***get*** + past participles
- ☐ ***the...the*** comparatives

F. Rewrite each sentence as a ***the...the*** comparative.

He's been getting more exercise. He's been feeling better.

The more exercise he gets, the better he feels.

1. She's been studying anthropology. She's becoming fascinated with it.
2. We're getting closer to summer. I'm getting excited.
3. When a joke is really funny, people laugh really hard.
4. I keep sitting on this couch. I'm getting more and more tired.
5. Usually when a pair of shoes is cheap, they fall apart quickly.
6. Small rooms make me feel claustrophobic.

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2 Reading

Before Reading

1. Has anyone ever played a trick on you? If so, explain what happened.
2. Have you ever played a trick on someone else? If so, explain what you did.

Can You Believe They Believed It?

In many countries around the world, the first day of April is a day for playing tricks and pulling pranks. Many of the most amusing and memorable tricks that have been played on this day have been perpetrated by the media.

Perhaps one of the funniest pranks to have ever been pulled off happened on April 1, 1957. On this day, a well-respected British news show called *Panorama* aired a segment focusing on a supposed spaghetti harvest in southern Switzerland! The anchorman explained that the mild winter had resulted in a huge spaghetti crop. As the anchorman gave details about the "spaghetti crop," video footage was shown of Swiss people pulling fresh, long strands of spaghetti off of "spaghetti trees" and putting them in baskets.

Convincing viewers wasn't very difficult. Apparently, this segment was realistic enough to fool a huge number of people. Hundreds of fascinated viewers called into the television station wanting to find out how they could grow their own spaghetti tree. They were told, "Place a sprig of spaghetti in a tin of tomato sauce and hope for the best." As one studio worker remembers, "The more people called, the harder we laughed."

Another nationally broadcast prank occurred in Sweden in 1962. At the time the country had only one television channel, and it broadcast in black and white. The station had their technical expert announce to the viewers that a new technology had been created. Astonished viewers listened as he explained that this technology would make it possible to see color images on their black and white television sets. Accomplishing this was easy, he assured the audience. He explained that all that viewers needed to do to convert their black and white televisions to color was to pull a nylon stocking over the screen. He also advised moving one's head very carefully back and forth to see the best picture. Many viewers got excited, and thousands tried it. Today many Swedes still recall family members running around the house trying to find nylon stockings to place over their television set.

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Another remarkable prank was pulled by an Australian news program in 1975. On the program that evening it was announced that Australia would be converting to "metric time." It was explained that under metric time, there would be 100 seconds in a minute, 100 minutes in an hour, and 20 hours in a day. It was also explained that seconds would become *millidays*, minutes would become *centidays*, and hours would become *decidays*. The report had many convincing details, including an interview with South Australia's deputy premier and a shot of Adelaide's town hall clock, with its "new" 10-hour metric clock face. Many people fell for the trick. Some even got angry about it. One viewer was particularly irritated because, as he explained, he had just bought a new clock and thought that it was now useless.

Sometimes it seems the sillier the hoax, the more likely people are to fall for it! So the next time you hear something that sounds too silly to be true, look at your calendar and make sure that it isn't April first!

After Reading

A. Match the words to their synonyms.

1. ______ prank	**a.** trick
2. ______ supposed	**b.** practical joke
3. ______ memorable	**c.** be responsible for
4. ______ convert	**d.** apparent
5. ______ perpetrate	**e.** change
6. ______ hoax	**f.** significant
7. ______ footage	**g.** TV or film coverage

B. Answer the questions.

1. What do all of the tricks mentioned in the reading have in common?
2. What footage was shown on *Panorama* to support the spaghetti harvest trick?
3. What did the "technical expert" of Sweden's television station instruct viewers to do on April 1, 1962?
4. What trick did an Australian news program play in 1975?
5. What convincing details did the Australian news program use to support their claim?

Discussion

1. Is it OK to play tricks on people? Explain.
2. What kind of tricks do you think are all right to play?
3. What kind of tricks do you think should not be played?

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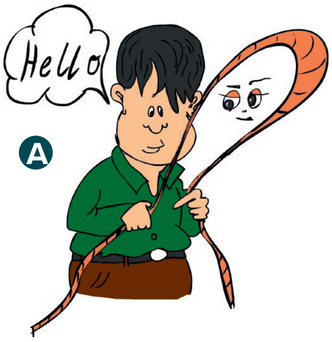
3 Language Plus

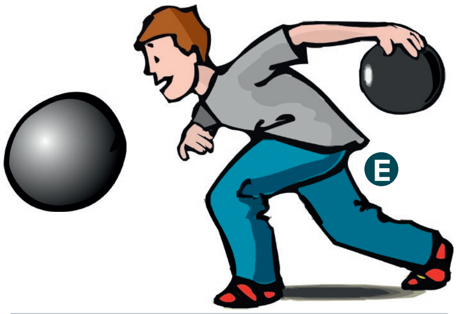


A

B

C

D



E

F

Match these idioms about sports to the pictures. Then use each idiom in a sentence of your own.

1. ______ We had to **race against time** to complete the project on time.
2. ______ Someone needs to **get the ball rolling**; we can't keep on talking about things and not take action.
3. ______ You'd better ask Andy about how to get some stationery, he **knows the ropes**.
4. ______ You need to **keep your eye on the ball** if you want things to run smoothly.
5. ______ Having worked through the night we found out that the subject had changed so we had to **start from scratch** and make a new poster.
6. ______ In her attempt to do the best she could, she **went overboard** and invited far too many guests to the wedding.

4 Writing

Tools for Writing: Avoiding Wordy Sentences

Wordy sentences can make it difficult for readers to understand your meaning. Try to write clear and direct sentences so that your ideas are easy to follow.

Avoid unnecessary repetition of words or ideas.

Wordy: All the clothes in her wardrobe are quirky and unusual.
Revised: Her wardrobe is quirky.

Delete unnecessary words and replace wordy phrases with more concise words.

Wordy: In spite of the fact that they don't have much in common, they still seem to get along.
Revised: Although they do not have much in common, they still get along.

Wordy Phrase	Replace With	Wordy Phrase	Replace With
The reason...is that	Because	At the present time	Now
An example is	For example	As a matter of fact	In fact
In order to	To	I think / I believe	(nothing)
In the event that	If	In my opinion	(nothing)
In spite of	Although	In conclusion	(nothing)
Due to the fact that	Because	The reason why	(nothing)

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Writing Prompt

Write about a hoax. Explain the effect the hoax had. Include grammar points from Units 7–9.

Write Your Essay

1. Decide on the hoax you will write about.
2. Use a cause-and-effect chart to organize your ideas. Remember that a *cause* is something that makes something else happen. An *effect* is something that results from an action.
3. Write a draft of your essay.
4. Have a partner read and comment on your draft.
   Use your partner's comments to revise your essay.

Cause →	Effect

Developing Your Writing: Transition Words

Transition words help organize your writing. They help tie ideas and sentences together to create smoother transitions, so that readers can follow the events and ideas more easily.

Time Transition Words

afterward	before	finally	suddenly
as soon as	during	next	then

Cause and Effect Transition Words

because of	due to	since
as a result	if ... then	therefore

Comparison Transition Words

another way	in the same way	one way
as	likewise	similarly

Contrast Transition Words

although	nevertheless	still
however	otherwise	yet

The Man Who Thought He Had Inherited 12 Million Dollars

Martin received an email claiming that he had inherited a huge sum of money from a bank in an African country. The letter said that a wealthy relative had died and had left him all the money. The letter asked him to send all his details and bank account number to the address enclosed and he would be told how he could get the money.

Martin's dream was to be rich and be able to buy a lot of expensive things. So he...

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10 You Are What You Eat

1 Listen and Discuss

1. What is the most unusual thing you have ever eaten?
2. Are you careful about the kinds of foods you eat? Why or why not?
3. What do you think the expression ***you are what you eat*** means? Do you agree?

FOOD MYTHS

Circle ***True*** or ***False***. Then read and check your answers.

1. Many Japanese restaurants serve a kind of fish that can kill diners within hours if it is not prepared properly. **True** **False**
2. Eating chocolate has been linked to an increase in heart disease. **True** **False**
3. Fresh vegetables are healthier than frozen vegetables. **True** **False**
4. Apples, potatoes, and onions all taste the same when eaten while holding your nose. **True** **False**
5. Red dye produced from grinding up insects is used in many food items. **True** **False**

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1 Blowfish, which are considered a delicacy in Japan, contain deadly toxins. If not properly prepared, eating blowfish can lead to death by poisoning. Victims usually die within 4 to 24 hours of consuming the fish. Blowfish diners count on specially licensed chefs to prepare the fish safely.

2 A number of studies have shown that chocolate consumption may reduce the risk of developing heart disease and cancer. Scientists believe that antioxidants reduce the chances of developing these diseases. Antioxidants are also thought to enhance blood flow and help maintain healthy cholesterol levels. Dark chocolate and cocoa powder are particularly rich sources of antioxidants. In fact, ounce for ounce, dark chocolate and cocoa have more antioxidants than antioxidant-rich foods like blueberries and green tea. Of course, it's not good to eat *too* much chocolate, but it's not a good idea to cut chocolate out altogether, either.

3 Frozen vegetables are at least as nutritious as fresh vegetables, and may sometimes actually be healthier. Fresh vegetables are at their nutritional peak at the moment they are picked. However, they often spend days or weeks in transit, in the produce aisle, and in your refrigerator. Over time, vegetables lose vitamins and minerals. However, frozen vegetables are picked and frozen at their peak. Freezing locks the vitamins and minerals in. When you do buy fresh vegetables, try to pick out ones that seem fresh and have been grown locally.

4 Up to eighty percent of taste comes not from our taste buds, but from our sense of smell. Taste buds allow us to identify bitter, salty, sweet, and sour flavors. But we depend on the *smell* of foods to give us most of our sense of flavor. So without smelling the aroma of a food, it is difficult to distinguish one flavor from another. (Incidentally, this is why food loses its flavor when you have a stuffed-up nose!)

5 Many food items with a deep red color, including fruit juices, candies, and gelatin, include a dye called cochineal or carmine. This dye comes from the shells of the female cochineal insect, which is found in South and Central America. The dye has been used for centuries and dates back to the Aztecs.

Answers:
1. True 2. False 3. False 4. True 5. True

Quick Check ☑

A. Vocabulary. Find words in the quiz that mean:

1. an expensive and/or hard to find food
2. poisons
3. having legal permission to do something
4. to keep something in good shape
5. the highest point
6. fragrant smell
7. to be able to identify one from another

B. Comprehension. Answer ***true*** or ***false***.

1. ______ Victims of blowfish poisoning suffer months of illness before they die.
2. ______ Antioxidants can help prevent the development of heart disease.
3. ______ Blueberries are the food richest in antioxidants.
4. ______ Fresh vegetables are at their nutritional peak when they are cooked.
5. ______ Our taste buds are responsible for only 20 percent of what we think of as taste.
6. ______ Cochineal has only been used as a dye for the last few decades.

2 Pair Work

With a partner, write three more ***true***/***false*** statements about food. Read them to your classmates and ask if they are true or false.

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3 Grammar

Phrasal Verbs

A phrasal verb is made up of a verb + a particle. A particle is a word that is used as an adverb or a preposition. The particle gives the verb a different meaning. One verb can be combined with different particles to create different meanings.

Didn't you like the dinner? You only **picked at** it.	(pick at = eat without enthusiasm)
My sister **picks on** me for being a vegetarian.	(pick on = tease)
We need to **pick out** a restaurant for the celebration.	(pick out = choose)
Will you **pick up** a gallon of milk on your way home?	(pick up = get, buy)

Separable and Nonseparable Phrasal Verbs

Some phrasal verbs are *nonseparable*. The noun or pronoun always follows the particle.

I **ran into** Reema at the supermarket.	(NOT: ~~I ran Reema into at the supermarket.~~)
I **ran into** her.	(NOT: ~~I ran her into.~~)

call for	come from	look into	tire of
come across	go on	run into	turn out

Many phrasal verbs are *separable*. A noun object can come after the particle.

The chef **cut up** the steak into small pieces.

A noun object can come in between the verb and the particle.

The chef **cut** the steak **up** into small pieces.

If a pronoun object is used, it must come between the verb and the particle.

The chef **cut it up** into small pieces. (NOT: ~~The chef cut up it into small pieces.~~)

burn off	point out	talk over	turn down
cut up	put on	tell apart	turn into
figure out	send back	think over	wake up
fit in	take off	throw away	whip up
give up	take out	throw out	

Three-Word Phrasal Verbs

Three-word phrasal verbs consist of a verb + a particle + a preposition. Three-word phrasal verbs are nonseparable. The noun or pronoun always comes after the phrasal verb.

The doctor says you must **cut down on** sugar. (NOT: ~~You must cut sugar down on.~~)

catch up on	drop out of	get along with	look forward to
come down with	feel up to	get rid of	make do with
come up with	get away with	load up on	run out of
cut down on	get down to	look down on	take care of

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A. Complete the sentences with a particle from the box. Some of the particles can be used more than once.

for	into	off	on	out	over	up

My sister has gone (**1**) ________ too many crazy diets. Last month, she was on a diet that called (**2**) ________ her to eat almost nothing but grapefruit all day. Initially, the diets seem to work. They take weight (**3**) ________ quickly. But a few weeks later my sister always seems to put the weight (**4**) ________ again. And the diets were making her tired and weak. I pointed this (**5**) ________ to her last week and we talked (**6**) ________ my concerns. I asked her to figure (**7**) ________ a better way of losing weight. She thought it (**8**) ________ and agreed to give (**9**) ________ the crazy diets. She's going to look (**10**) ________ more sensible diets, and she's going to try to burn (**11**) ________ calories with more exercise.

B. Rewrite each sentence with a pronoun. Then circle ***S*** if the phrasal verb is separable or ***NS*** if it is nonseparable.

We came across a great recipe.
We came across it. **S** **NS** (circled)

1. I'm going to send back this food.	**S**	**NS**
2. Most people can't tell apart a yam from a sweet potato.	**S**	**NS**
3. You need to throw out the moldy cheese.	**S**	**NS**
4. I never tire of chocolate.	**S**	**NS**
5. Wake up Jenna for breakfast.	**S**	**NS**
6. I never turn down dessert.	**S**	**NS**

C. Complete the three-word phrasal verbs.

I don't feel *up* *to* going out to dinner tonight.

1. He ran to the supermarket because we ran ________ ________ milk.
2. These shoes are old. I think I'll get ________ ________ them.
3. She has heart problems. Her doctor told her to cut ________ ________ fatty foods.
4. They came ________ ________ food poisoning after they ate the spoiled meat.
5. Marathon runners often load ________ ________ pasta the night before a race.
6. We're looking ________ ________ trying the new Indian restaurant.

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4 Conversation

Nawal: Thank you so much for this wonderful meal! It must've taken all day to make such a phenomenal spread.

Fadwa: My pleasure. It was no hassle at all. I whipped it up in no time.

Nawal: You are quite the cook. I don't think I've ever had such a gourmet meal.

Fadwa: I'm so glad you're enjoying it. Can I give you some more of the chicken?

Nawal: Oh, no thanks. I'm absolutely stuffed.

Fadwa: Would you like to try the grilled asparagus?

Nawal: No, really, I couldn't possibly eat more.

Fadwa: Are you sure?

Nawal: Absolutely. Honestly, I couldn't eat another bite.

Fadwa: Oh, that's a shame. I made two different desserts. One is a chocolate raspberry layer cake and the other is almond crème brûlée.

Nawal: Did you say chocolate raspberry cake? Come to think of it, it's rude to turn down food, right? I'm sure I could fit in a bit of that. And maybe I'll have a bite of crème brûlée as well. I have a sweet tooth, you know.

Real Talk

spread = an abundant meal laid out on a table
whipped it up = made it quickly and easily
in no time = very quickly
quite the (something) = a very good (something)
Come to think of it = Something has just occurred to me
have a sweet tooth = love desserts and candy

About the Conversation

1. Does Nawal assume Fadwa went to a lot of trouble to cook the meal? What does Nawal say?
2. What foods did Fadwa prepare?
3. What change of attitude does Nawal have? What causes this change?

Your Turn

Role-play with a partner. Pretend you are hosting dinner for a family member. Act out the meal, using the phrases from the box for offering, accepting, and declining food and drink.

Offering, Accepting, and Declining Food and Drink

Please help yourself to...	No thank you...
Would you like to try the...?	Thank you, but...
Can I give you some more...?	...I couldn't eat another bite.
Thanks, I'd love a little/some more...	...I'm stuffed.

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5 Listening

Listen to the process for creating a bar of chocolate. At each stage in the process, the chocolate has a different name. Write these names in the correct order in the chart.

bean	crumb	nib	pod
chocolate bar	cocoa mass	paste	

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

6 Pronunciation

In two-word and three-word verbs, the stress is placed on the second word (the first particle). Listen and practice.

1. Chocolate **comes from** the cacao tree.
2. Once they receive a shipment of beans, they **get down to** the business of processing the cocoa into chocolate.
3. One of the steps in the manufacturing process involves **getting rid of** the shells.
4. Workers **take out** the cocoa beans and **throw away** the husks.
5. The chocolate **cools down**, is **taken out of** the mold, and becomes a chocolate bar.

7 Vocabulary Building

A. You will see these words in the reading on pages 160 and 161. Match the words with their meanings.

1. ______ existence	**a.** delicious
2. ______ staple	**b.** something that is used in place of another thing
3. ______ vendor	**c.** the presence of something in reality
4. ______ quandary	**d.** something you let yourself have even though it may be bad for you
5. ______ indulgence	**e.** a situation in which someone doesn't know what to do
6. ______ substitute	**f.** someone who sells something
7. ______ delectable	**g.** a common or important item

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Read the article and underline the information that tells you how certain popular foods were discovered.

Accidental Food Discoveries

Can you imagine a world without cool, creamy ice-cream cones? Isn't it depressing to imagine life without chewy, delicious, chocolate chip cookies? And who could get by without salty, addictive, crispy potato chips? Yet all these treats are fairly recent inventions that may never have come into existence if it weren't for lucky accidents.

Have you ever enjoyed the cool refreshment of a popsicle on a hot summer day? If so, you have an 11-year-old boy named Frank Epperson to thank. One winter day in 1905, young Epperson was making soda pop by mixing powdered soda and water. He accidentally left the mixing bucket outside with the mixing stick in it overnight. That night, the temperature reached freezing. In the morning, Epperson discovered that the fruit-flavored liquid had frozen to the stick. Although he tried and liked his invention, it wasn't until eighteen years later that it occurred to him to turn his invention into a business. Epperson's children referred to this treat made by their pop as a *popsicle*. That name stuck and eventually became the official name. Today, popsicles are enjoyed by millions of people around the world.

But, perhaps your dessert of choice on a hot day is an ice-cream cone. If so, you should be glad for the unexpected event that brought two men together at the 1904 St. Louis World's Fair. An ice-cream vendor named Charles Menches was doing such booming business that he ran out of bowls to put the ice cream in. The vendor next to Menches was a young Syrian immigrant named Ernest Hamwi. Hamwi was selling a Syrian treat called zalabia, a crisp, wafer-like pastry. Hamwi came up with a solution to Menches' quandary. Hamwi rolled some of his warm pastry into a cone so that Menches could put ice cream inside. In that instant, a favorite international hot weather treat was born.

Of course, not everyone is a fan of frozen treats. Some prefer the indulgence of delicious freshly baked goods, like chocolate chip cookies. These people should be grateful for an accidental discovery made by an American housewife in 1930. One day Ruth Wakefield was making chocolate cookies when she realized that she had run out of baker's chocolate. Wakefield decided to substitute broken-up pieces of a chocolate bar she had on hand. She assumed that the small pieces of chocolate would melt and mix into the batter. However, after taking the cookies out of the oven, Wakefield discovered that the chocolate hadn't melted. Instead, there were little chips of chocolate throughout the cookie. Much to Wakefield's delight, the chocolate chip cookie proved to be a great success with her family and guests. Wakefield sold the recipe to the chocolate company Nestlé® in exchange for a lifetime supply of chocolate chips. It wasn't long before the chocolate chip cookie became a world-famous treat.

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But, if crunchy, salty treats like potato chips are your preference, then you owe a debt of gratitude to a cranky chef and a picky diner who lived over 150 years ago. On August 24, 1853, George Crum was working as a chef in a restaurant when he became frustrated with a customer. The customer had repeatedly sent back his French fries, complaining that they were too thick and soggy. Fed up, Crum decided to teach him a lesson. Crum sliced the potatoes as thinly as possible and fried them in grease. To Crum's astonishment, the customer thought the chips were delectable. They became a regular item on the restaurant's menu and, in time, became a staple of the global fast food industry.

Clearly not all accidents are bad. Some have made our lives richer, sweeter, and tastier!

After Reading

Answer the questions.

1. In your own words, explain how popsicles were invented.
2. Where was the ice-cream cone invented?
3. How did Syrian culture contribute to the invention of the ice-cream cone?
4. What did Ruth Wakefield get from Nestlé® in exchange for her recipe?
5. Why did George Crum originally create the potato chip?

9 Speaking

1. Work in pairs or groups. Make a list of desserts and snacks that are popular and try to decide what makes them popular, i.e. texture, flavor, aroma, presentation, ingredients, etc.
2. Think about a new dessert or snack and make notes in the chart. Use your notes to present your dessert/snack in class.
3. Choose what you think is the best new dessert/snack and say why you think it's the best.

	My favorite desserts and snacks	My new dessert/snack
Name(s)		
Flavor/ingredients		
Bought or homemade		
How to make it		

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10 Writing

A. Why do you think a meal might be unforgettable? Could it be for good or bad reasons?

1. Read the text and find out.
   - Why was each meal memorable?
   - Where was each meal served?
   - What were the writer's feelings in each case? Highlight parts in the text that convey feelings/attitude.
2. Would you have felt differently? How would you have reacted in each case?

Too Much Seafood

A few years ago, we were at a famous seafood restaurant. A friend of ours went overboard and proceeded to order almost everything on the menu. Soon, immense amounts of seafood started arriving on large platters. We ended up with a feast that could have fed twenty starving people, not six. It was all delicious but there was too much of it. Three of the group were determined to clear everything, so they continued gobbling down fish, seafood, salad, French fries, anything that was still on the table.

Three hours later, we split an exorbitant check among us and walked back to our hotel, feeling unpleasantly full. As expected, we all got sick. Our extravagant friend, who had eaten most of what he had ordered, was taken to the hospital. The rest of us were given strict orders to only consume liquids and stay in bed for the rest of our stay.

Pepper Sauce and Truffle

I was flying back home from France. I had been given a first class seat because the plane was overbooked and my seat had been given to someone else. I did not, of course, mind the change one bit.

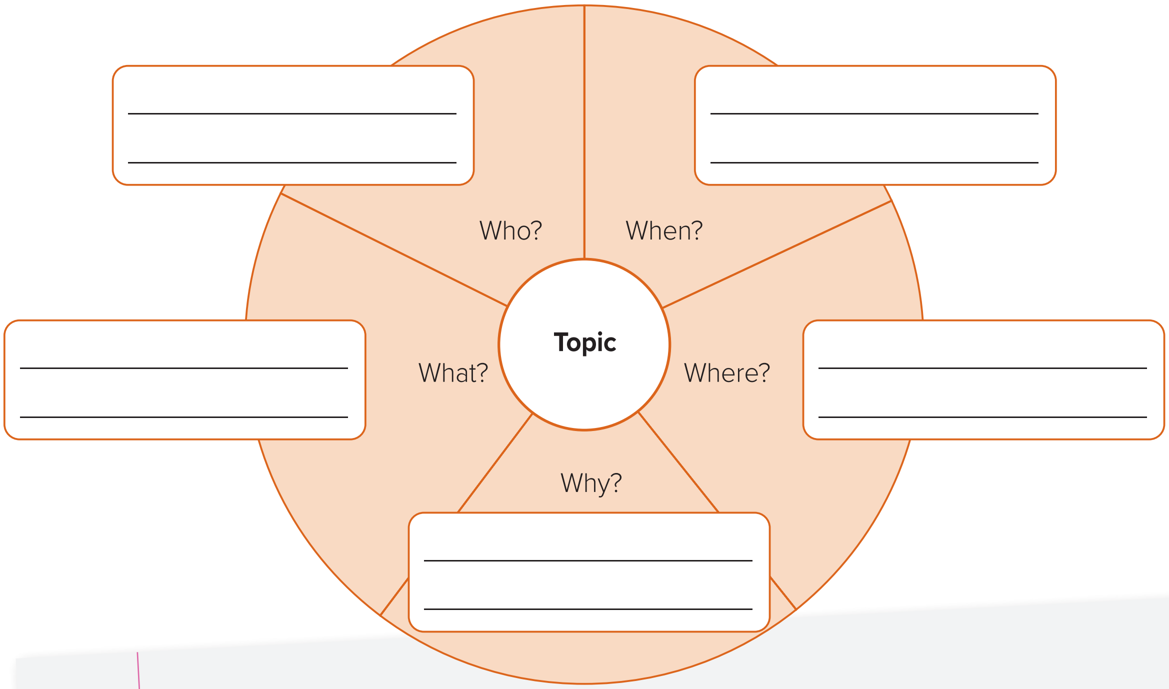
I had been traveling on a very tight student budget, and had been trying to cut down on expenses, so I tended to skip meals quite often. After the plane took off, I realized that I was famished. Appetizing smells wafting my way from the galley did nothing to reduce my hunger. Fortunately, we were served very soon. I tasted the food and was truly amazed. It consisted of the most succulent, tastiest bon filet in pepper sauce that I had ever had. It was served with truffles and baked baby potatoes with herbs. The pepper sauce was delicious as were the truffles. I decided that I rather liked flying first class!

3. Read through the texts and find the words or phrases. Can you think of other words or phrases that you could use instead? Look them up in your dictionary and compare in class.

immense	**gobble down**	**extravagant**	**waft**	**famished**
feast	**exorbitant**	**skip a meal**	**succulent**	**appetizing**

B. **1.** Write a description of a memorable meal you once had. It might have been a special occasion or just an ordinary meal when something special happened.

2. Before you write, use a graphic organizer to help you remember the details of where you were, who you were with, what you ate, when it was, and why it was special.



A Memorable Holiday Dinner

I'll never forget a meal I had during my freshman year of college. Most students went home for the holidays, but some, like me, who came from different countries, stayed on campus.

Although I had always looked forward to the big holiday dinner at home, this year I figured I would make do with a sandwich. But then I talked with a few other students who had stayed, and we came up with a plan to whip up our own holiday dinner...

Writing Corner

When writing an essay about a memorable event:

- brainstorm and picture different events/occasions/scenes.
- make notes about the picture(s) in your mind.
- think about your reader/audience and select information accordingly.
- check to make sure you would not offend anyone through your account.
- focus on the people, the setting, the events, and feelings as required to highlight the aspect you want to focus on.

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11 Form, Meaning and Function

Count/Noncount Nouns

Count nouns name things that you can count: *one carrot, two carrots*, etc. They have singular and plural forms.

Singular Count Nouns	Plural Count Nouns
a burger	two burgers
an egg	three eggs

Noncount nouns name things that you can't count: *rice, tea.* They don't use *a/an*. They don't have plural forms. Some nouns can be count or noncount: *a salad* or *some salad; a soup* or *some soup*.

Expressions of Quantity: *Some/Any*

Use *some* in affirmative statements.
Use *any* in negative statements and in questions.
Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+)	Negative (–)	Questions (?)
There is **some** juice.	There isn't **any** juice.	Is there **any** juice?
There are **some** fries.	There aren't **any** fries.	Are there **any** fries?

Sometimes *some* is used in questions for offers.

Do you want **some** pizza? How about **some** coffee?

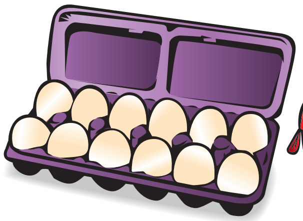
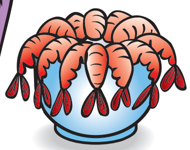
Would Like

Use *would like* for preferences.

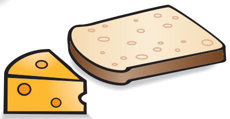
Q: What **would** you **like**?
A: **I'd like** a steak sandwich.

Q: **Would** you **like** some mustard on it?
A: Yes, please. / No, thank you.

A. Complete the conversation. Use ***some, any, order,*** and ***would like***. You can use the words more than once. Then practice with a partner.

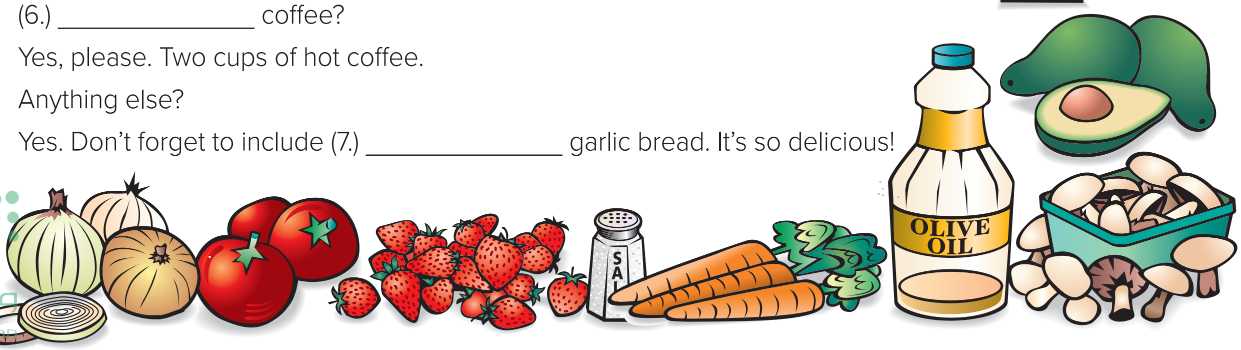



Omar: Is this Gino's Italian restaurant?
Tony: Yes, it is. This is Tony speaking. How can I help you?
Omar: I want to (1.) _______________ some food for delivery.
Tony: What (2.) _______________ you _______________?
Omar: I'd like (3.) _______________ minestrone soup and the lasagna bolognese. Do you have (4.) _______________ apple juice?



Tony: Sorry, we don't have (5.) _______________ juice. Would you like (6.) _______________ coffee?
Omar: Yes, please. Two cups of hot coffee.

Tony: Anything else?
Omar: Yes. Don't forget to include (7.) _______________ garlic bread. It's so delicious!



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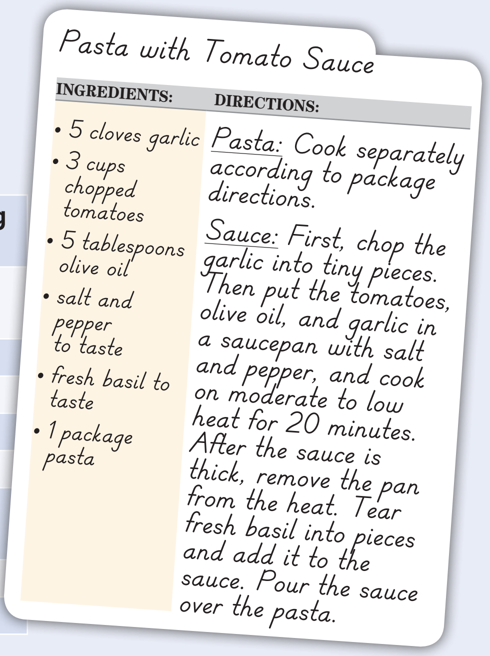
Words Connected with Recipes

Some words we commonly connect with recipes are:

Dish	Quantity	Ingredients	Actions	Utensils	Cooking Method
appetizer	half, a quarter, one, two, etc	oil	measure	knife	fry
main	cup	eggs	add	bowl	bake
dessert	teaspoon	salt and pepper	pour	whisk	roast
	tablespoon	butter	cut	pan	grill
	a handful	milk	chop		
	a clove (of garlic)	cheese	mix		
		garlic	spread		
		herbs	tear		



Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*

Count

You need **a few** tomatoes.
I eat **many** vegetables.
How many bananas do you eat?

Noncount

You need **a little** cheese.
I don't eat **much** bread.
How much milk do you drink?

Use *a lot of* and *enough* for both count and noncount nouns.

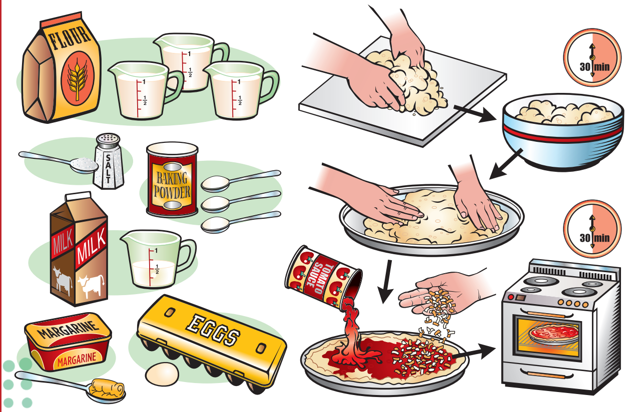
I eat **a lot of** eggs, but I don't eat **a lot of** bread.
I don't eat **enough** fruit. I don't drink **enough** water.

Sequence Words: *First, Then, After That, Finally*

First, you mix the flour and the eggs. **Then** you add a little butter.
After that, you put in a teaspoon of baking powder. **Finally**, you let it rise.

B. Complete the recipe. Use ***after***, ***before*** (twice), ***first***, ***finally***, and ***then*** (twice).

HOW TO MAKE A PIZZA



(1) __________ you start, check that you have all the ingredients. (2) __________, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) __________ add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make the dough. (4) __________ you have made the dough, let it stand for about 30 minutes. (5) __________ you spread the dough, make sure it has risen enough. (6) __________ spread it evenly on the pan using your fingers. (7) __________, you cover it with cheese and tomato sauce and let it bake in a very hot oven for about 30 minutes.

Serves 3 people

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12 Project

1. Work in pairs or groups. Make a list of snacks and desserts in your country and research snacks and desserts in other countries of the Arab world. Add two more countries.
2. Gather information and make notes in the chart about the:
   - name of the dessert/snack
   - origin
   - ingredients used
   - preparation
   - way it is served/presented
   - occasions it is served on
3. Select photos or drawings.
4. Use your notes to make a poster or PowerPoint presentation for your class.

Country & origin	Name of dessert/ snack	Ingredients	Preparation	Presentation	Occasions
Saudi Arabia					
Syria					
Iraq					
Lebanon					
Jordan					
___________					
___________					

5. Do a class survey and find out which are the most popular desserts and snacks

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13 Self Reflection

Things that I liked about Unit 10:	Things that I didn't like very much:

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about food myths			
discuss eating habits			
offer, accept, and decline food and drink			
use phrasal verbs			
use separable and nonseparable phrasal verbs			
use three-word phrasal verbs			
know about count/noncount nouns and expressions of quantity			
use *would like*			
talk about recipes			
use sequence words: *first, then, after that, finally*			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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11 Amazing Animals

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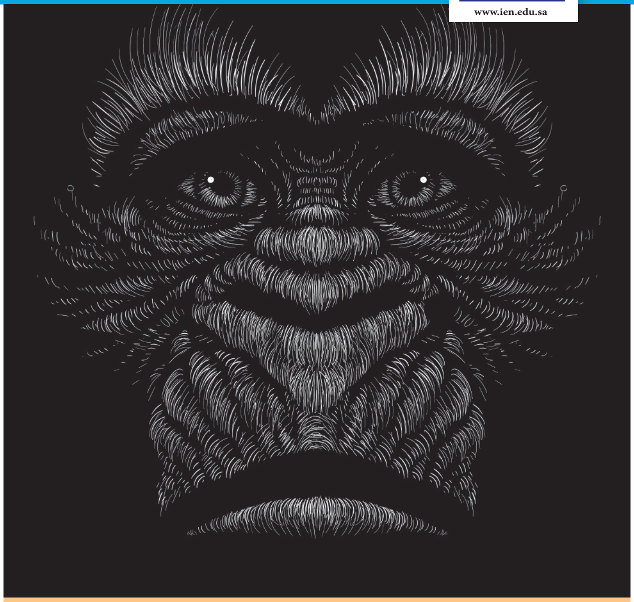
1 Listen and Discuss

1. In what ways are animals similar to humans? How are they different?
2. Do you think animals and humans can communicate with each other? If so, in what ways?

Punxsutawney Phil is easily the most famous groundhog in the world. Phil lives in the small U.S. town of Punxsutawney, Pennsylvania, and is cared for by the townspeople. However, every February 2nd, Phil is placed in the ground at Gobbler's Knob, where he carries on a tradition that is over 100 years old. Many people believe the length of the winter can be predicted on this day, called Groundhog Day. It is said that on this day when Phil emerges from his hole, if he sees his shadow, there will be six more weeks of winter weather. If Phil does not see his shadow, spring will arrive early. Can the duration of winter really be predicted by a groundhog? Probably not, but the town has a great time celebrating this tradition.



Koko was a famous gorilla who used human sign language. Koko was taught sign language by psychologist Penny Patterson when Koko was just a baby. Patterson was studying whether gorillas could be taught to communicate. Although the study was only supposed to last a couple of years, Patterson and Koko developed a lifelong bond and worked together ever since. Koko began by learning basic words like *eat*, *drink*, and *more*, and eventually learned abstract ideas such as *love*, *jealous*, and *shame*. It is believed that Koko could sign over 1,000 words, and that she understood about 2,000 spoken words. Koko was also famous for having pet kittens. She was always extremely gentle and affectionate with her kittens.

A mouser is a cat that is kept for the purpose of catching mice. In England, there has been a mouser at the Prime Minister's residence for centuries. The most popular of these cats was a stray named Humphrey who, in 1989, was the first cat to receive the official title "Chief Mouser to the Cabinet Office." His care cost 100 pounds and was paid from the department's budget. It was said to be far cheaper than the fees previously paid to exterminators. Humphrey, who was beloved in the UK, retired in 1997.

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One day in 1969, John Rendall and Anthony Burke saw a real live lion cub in a London department store window. Feeling that a lion should not be kept this way, they bought him and took him home to live in Rendall's basement. The lion, whom they named Kristyan, is said to have been an affectionate and extremely cooperative cat who even used a giant kitty litter box. Kristyan was pampered. He was brought on drives, strolls through the neighborhood, and even to restaurants. But when Kristyan grew to almost 200 pounds (90 kilograms), it was decided that he should be released into the wild. Kristyan was brought to Africa where he adapted to life in the wild and eventually became the leader of a group of lions. A year later, Rendall and Burke traveled to Africa to say goodbye. They were warned that Kristyan would not remember them. However, when Kristyan saw his old friends, he ran towards them, stood on his back legs, and joyfully gave each of them a long and loving embrace.

Quick Check ☑

A. Vocabulary. Match the words with their meanings.

1. ______ residence	**a.** adjusted to something new
2. ______ bond	**b.** length of time
3. ______ duration	**c.** indulged
4. ______ abstract	**d.** place where someone lives
5. ______ pampered	**e.** connection between two living things
6. ______ adapted	**f.** relating to ideas or feelings

B. Comprehension. Answer the questions.

1. How is Punxsutawney Phil said to predict the weather on Groundhog Day?
2. How did Koko communicate?
3. What kinds of words did Koko use?
4. What is the "Chief Mouser to the Cabinet Office"?
5. How did Rendall and Bourke take care of Kristyan?
6. What happened when Rendall and Bourke traveled to Africa to see Kristyan?

2 Pair Work

Write a paragraph about an animal you know. Describe the animal and its behavior, but do not say what kind of animal it is. Exchange paragraphs with a partner. Guess what kind of animal your partner's paragraph is about.

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3 Grammar

Passive Modals

Passive modals follow this structure: modal + *be* + past participle.

Active Modal	Passive Modal
They **will release** the tiger into the wild.	The tiger **will be released** into the wild.
The vet **may cancel** the cat's checkup.	The cat's checkup **may be canceled**.
You **can train** a parrot to talk.	Parrots **can be trained** to talk.
You **should clean** the bird's cage weekly.	The bird's cage **should be cleaned** weekly.
You **have to provide** fresh water every day.	Fresh water **has to be provided** every day.
You **must keep** your hamster in the cage.	Your hamster **must be kept** in the cage.

The Passive with Reporting Verbs

We often use the passive with reporting verbs when we want to talk about what people say or believe, but the identity of the people isn't known or isn't important.

1) *It* + passive reporting verb + *that* + clause

It is said that she is the leading expert on gorilla communication.
(People say that she is the leading expert on gorilla communication.)

It is believed that dolphins are the most intelligent of animals.
(People believe that dolphins are the most intelligent of animals.)

2) Subject + passive reporting verb + *to* + infinitive (or perfect infinitive)

She is said to be the leading expert on gorilla communication.
Dolphins are believed to be the most intelligent of animals.

With present tense sentences, the passive reporting verb is followed by a present infinitive.

The cat is thought **to be lost**.

With past tense sentences, the passive reporting verb is followed by the perfect infinitive.

The cat was thought **to have been lost** sometime last week.

Reporting verbs that can be used in the passive include:

believe	claim	estimate	feel	say
calculate	consider	expect	hope	think

A. Circle ***A*** if the sentence is active. Circle ***P*** if it is passive.

1. Young animals are often difficult to control. **A** **P**
2. Crocodiles are believed to be related to the dinosaurs. **A** **P**
3. Birds of prey can be found on every continent except Antarctica. **A** **P**
4. Because they cannot fly, penguins must live in areas where food is plentiful. **A** **P**
5. Penguins can stay alive in colder weather longer than any other animal on Earth. **A** **P**
6. Cats are said to be more independent than other pets. **A** **P**
7. Elephants in captivity should be given pedicures to keep their feet healthy. **A** **P**
8. It is said that animals behave strangely before an earthquake. **A** **P**

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B. Change each sentence from active to passive. Do not include the subject.

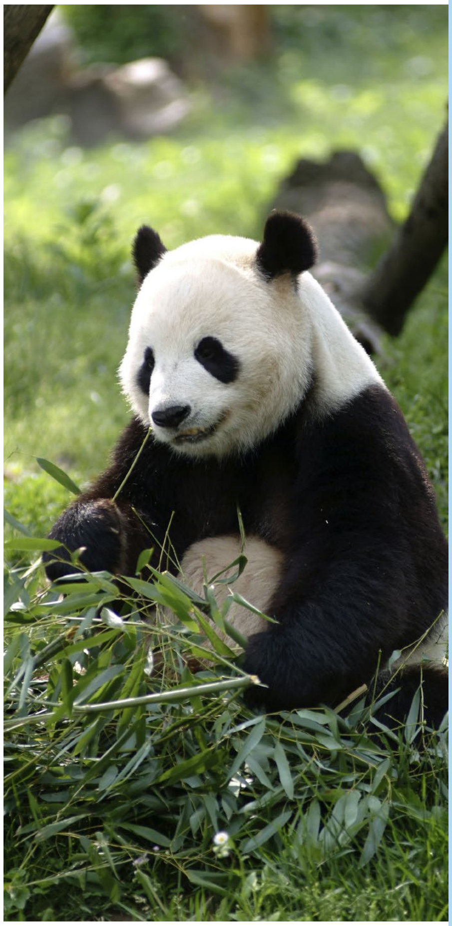
People will place many unwanted animals in shelters this year.
Many unwanted animals will be placed in shelters this year.

1. If possible, people should adopt cats in pairs.
2. You must vaccinate cats against diseases.
3. You should feed cats daily.
4. You can train your cat not to bite or scratch.
5. People should never allow cats indoors.
6. You can find a lot of good information about caring for cats on the Internet.
7. You mustn't separate newborn kittens from their mother.
8. You can leave your cat alone all day if it has water and food.
9. Your veterinarian will suggest an appropriate diet for your cat.

C. Rewrite each sentence using the cue provided and the passive with a reporting verb.

People estimate that cheetahs can run up to 112 kilometers per hour.
It is *estimated that cheetahs can run up to 112 kilometers per hour.*

1. People believe that elephants have good memories.
   Elephants are ______________________________.
2. Scientists believe that reptiles are descendants of dinosaurs.
   It is ______________________________.
3. People believe that the cow is a quiet, docile creature.
   The cow is ______________________________.
4. Historians say that Napoleon feared cats.
   Napoleon is ______________________________.
5. Neighbors say that the old lady who lives on the corner has 25 cats.
   The old lady on the corner is ______________________________.
6. In China, people believe that the giant panda is a gentle animal.
   In China, the panda is ______________________________.
7. Conservationists calculate that pandas may become extinct in the wild over the next few decades.
   It is ______________________________.
8. People say that giraffes can spot a person over a kilometer away.
   It is ______________________________.
9. Witnesses claim that the horse threw off its rider.
   The horse is ______________________________.
10. Biologists believe that dolphins can communicate with humans.
   It is ______________________________.



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4 Conversation

Sami: I'm interested in speaking to someone about horse training. A friend of mine suggested I come here.

Omar: What kind of problems are you having with your horse?

Sami: He's a beautiful, strong, and affectionate horse, but he's driving me crazy. He won't follow instructions. He will gallop instead of cantering, he won't turn when I need him to, and if he spots a patch of grass, he'll head straight for it and ignore me completely.

Omar: I gather you have a young stallion. I will check the schedule and we can arrange training sessions for you and your horse. Hang in there!

Sami: OK, but in the meantime, I really need some advice. How should I handle him when he disobeys?

Omar: Well, I can try and give you a few tips now. You say he'll head straight for a patch of grass when he sees one. Do you let him do that when you are out riding?

Sami: Well, sometimes. But only if I want to stop for a minute or so.

Omar: You need to set rules and then stick with them 24/7. If you're not consistent, he's not going to learn.

Sami: OK. But when he is all friendly and nice, it's hard not to let him do what he wants.

Omar: Look, I'm going to get to the point. It sounds to me like your horse is calling the shots. You need to be firmer. If you train your horse not to do something then suddenly let him do it, you'll be back to the drawing board.

Real Talk

Hang in there! = Don't give up!
24/7 = all day and night, non-stop (24 hours a day/7 days a week)
get to the point = be direct
calling the shots = in charge and making the decisions
back to the drawing board = to have to start a process over again from the beginning

About the Conversation

1. What problems is Sami having with his horse?
2. What advice does Omar give him?
3. How does Sami respond to Omar's advice?

Your Turn

Role-play with a partner. Tell your partner about a problem you are having in school or in your personal life. Describe the situation and ask for advice.

Asking for Advice	Giving Advice
What do (you suggest) I do about...?	I (strongly) advise you to...
Could you advise me on...?	If I were you...
I really need some advice on...	It would be (a) good (idea) to...
How should I handle it when...?	It's not (a) good (idea) to...

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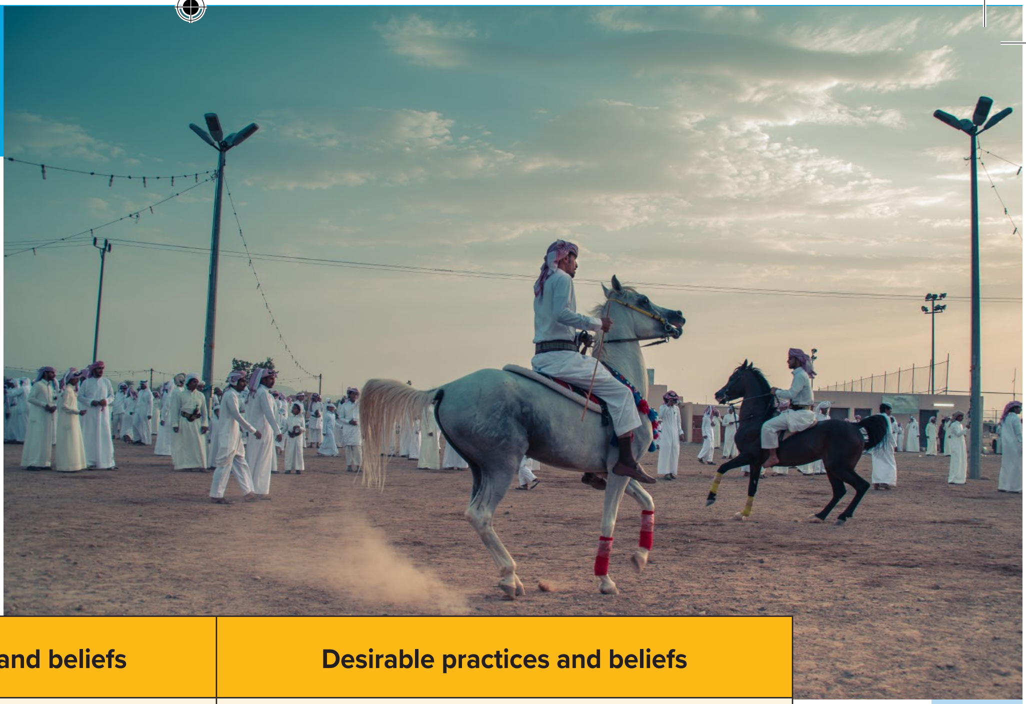

5 Listening

Listen to the horse trainer talk about horse training. Make notes in the chart. Then talk about it in class.

Undesirable practices and beliefs	Desirable practices and beliefs

6 Pronunciation

Some students of English confuse the *y* sound in ***y**et* and *reg**u**lar* with the *j* sound in ***j**et* and *ma**g**ic*. Listen and practice.

1. **J**ack owns a very ener**g**etic **y**oung stall**io**n.
2. The horse has an intelli**g**ent, **g**entle nature.
3. Ponies have bea**u**tiful features and are pop**u**lar with children.
4. Many true stories demonstrate that horses are loyal h**u**man compan**io**ns.
5. These are **j**ust a f**ew** of the techniques **u**sed to train horses.

7 Vocabulary Building

A. You will see these words in the reading on pages 174 and 175. Match the words with their meanings.

1. ______ consciousness	**a.** aware
2. ______ alert	**b.** sympathy and concern
3. ______ disturbed	**c.** guesses about
4. ______ deliberately	**d.** the state of being awake
5. ______ speculates	**e.** unfriendly, hostile
6. ______ domesticated	**f.** worried
7. ______ aggressive	**g.** on purpose
8. ______ compassion	**h.** tamed

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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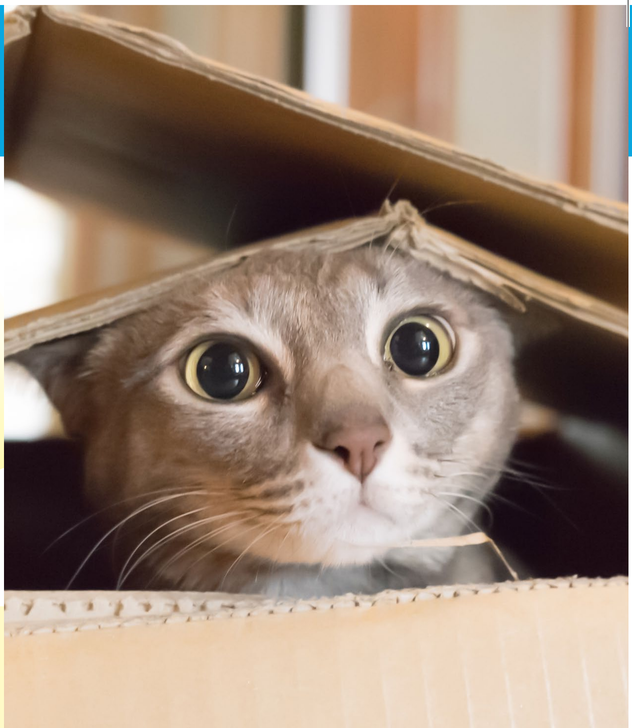
8 Reading

Before Reading

In what ways do people benefit from animal companionship?

Animal Heroes



One night, Pilar was in a deep sleep when she was woken by her cat Inti. Inti was meowing wildly outside Pilar's bedroom and throwing himself against the closed bedroom door. When Pilar opened her eyes, she saw that her bedroom was filling with smoke. As she escaped her house with Inti in her arms, she saw that a fire was blazing in her kitchen. Pilar could easily have lost consciousness from breathing in the smoke, but Inti would not let that happen. Even though Inti could have escaped the house through a cat door, he wouldn't leave Pilar. A fireman at the scene said, "Without question, that cat is responsible for saving his owner's life. He should be honored as a hero."

As amazing as this story is, it is not as uncommon as you may think. There are countless stories of animals coming to the aid of humans in life-threatening situations. Animals are said to have a sixth sense for danger. Often they are alert to danger before humans are and have used this awareness to protect humans from harm.

Take the example of Charlotte Lee and her horse, Thunder. One warm, summer night, the whole family was asleep with the windows open. It was normally very quiet where they lived. There were only a few farm houses scattered about the area and hardly any traffic. All of a sudden, there was a loud crashing noise from the stable. Charlotte woke up with a start, and her heart pounding, as the noise continued. She was so frightened, she froze; no matter how hard she tried she could not move. The noise stopped as suddenly as it had started, and she heard a horse galloping towards the house. The next thing she saw was Thunder standing outside her window, neighing and shaking his head as he stomped on the wooden porch. She knew enough about horses to know that Thunder was disturbed for a reason, and wasted no time speculating. She quickly got everyone out of the house before the earthquake hit. Part of the roof caved in and crashed into her room. Thunder had deliberately saved her life.

Yet it is not only domesticated animals who have acted heroically. There are also stories of wild animals coming to the rescue of humans. One animal known to be a friend and protector of humans is the dolphin. Dolphins are considered to be among the most intelligent of animals. On dozens of occasions, they have used this intelligence to come to the aid of humans in dangerous situations. One such story involves a surfer named Todd Endris. Todd was surfing with his friends when he was attacked by a 13-foot (4-meter) shark. In the middle of the attack, a group of dolphins came to his rescue by forming a protective ring around Endris until he could get safely to shore. Without the help of the dolphins, there is little chance that Todd would have survived.

At times, even animals commonly considered aggressive and dangerous have come to the aid of humans. One famous case involves Binti Jua, an eight-year-old female gorilla who lives at the Brookfield Zoo in Illinois, U.S.A. Binti was celebrated as a hero when she protected a three-year-old boy who fell into the walled gorilla area. Binti picked up the unconscious boy, carefully cradled him in her arms, and brought him to the zookeeper's door so that he could be taken out. After four days in the hospital, the boy recovered completely.

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No one is sure why animals have so often come to our aid. However, it is clear evidence of the deep and powerful bond between humans and animals. It is important that we respect this bond by treating animals with the care and compassion that they often show us.

After Reading

Answer the questions.

1. In what way do animals have a sixth sense?
2. What did Thunder do to protect Charlotte?
3. What reputation do dolphins have? What story demonstrates this?
4. What did dolphins do to save Todd Endris's life?
5. How was a young boy saved by a gorilla at the Brookfield Zoo?

9 Speaking

1. Work in pairs or groups. Think about a story you have heard or read about, or an incident you have experienced where an animal helped a person.
2. Make notes in the chart and use them to talk about your story in class.

Place	
People	
Animal	
Action by animal	
Event/action that followed	
Person's/people's reaction	
Event/action that followed	
Conclusion/comments	

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10 Writing

A. 1. Work in pairs/groups. What do you know about dolphins? What would you like to find out about them?

2. Read the text and find out about:

- the origin of dolphins
- types of dolphins and their eating habits
- the bottlenose dolphin
- special abilities dolphins have
- their relationship with people

3. Read the text again and:

- identify the topic of each paragraph
- find out if you can re-order paragraphs
- decide if you like the way the text begins and ends

All About **Dolphins**

Dolphins are marine mammals that are claimed to have evolved from land mammals some 50 or 60 million years ago! Studies indicate that they are closely related to hippos, camels, and cows! There has been an unending debate on the exact origin of dolphins and whales that is likely to continue for years to come.

There are 32 types of dolphins that live in salt water. Dolphins eat about 20 to 25 kilos of fish per day. Their eating habits vary depending on the area and the time of year. If there is an abundance of fish, they will happily consume as much as they need. Interestingly, dolphins regulate their food intake according to the fat content of the fish available, and their hunger! In this sense, they can probably control their food intake more efficiently than humans! Did you also know that their brains weigh more than ours?

Dolphins can:

- recognize themselves in a mirror
- scan objects in the water using sonar
- sleep with one eye closed
- whistle and recognize each other by their whistles
- go to a depth of about 260 meters

There is mutual interest between dolphins and people. They are as interested in observing us as we are in them.

Dolphins love having fun, communicating, and playing. They are also keen on helping and supporting their own kind and other species that are in danger.

The bottlenose dolphin is the most studied and familiar to people, with a life expectancy of about 40 to 50 years. Bottlenose dolphins show an extraordinary connection with humans and have rescued injured divers repeatedly.

These wonderful creatures deserve our admiration and respect and need to be protected.

4. Did the text answer any of your questions? Which?

5. If you had the opportunity to edit or rewrite the text, what would you change?

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B. **1.** Choose a type of animal to research and write about.

2. Use the **KWL** chart to gather and organize your ideas.

- **a.** Write what you already know about the animal in the **K** ("know") column.
- **b.** Write what you want to know in the **W** ("want to know") column. This might include the origins, diet, appearance, and/or typical characteristics of the animal.
- **c.** Research these questions in your library or on the Internet. Then write what you've learned in the **L** ("learned") column.

3. Write your essay.

K (I know)	W (I want to know)	L (I learned)

The Peregrine Falcon

I've always liked falcons. I think their speed, marksmanship, and strength are unmatched. I have particularly admired Peregrines for their speed and hunting skills, but was not sure about their origin and habitat. It wasn't until I researched these incredible hunters that I discovered they could be found anywhere in the world.

The Peregrine is the world's most widespread bird of prey. The name of the species means "wandering falcon"...

Writing Corner

When you write a descriptive essay about a species:

- try not to copy the information that you have found as it is; read it, make notes, and rephrase in your own words.
- make the description more attractive for your reader by adding personal feelings and opinions.
- notice that when referring to the animal you may repeat its name, use a pronoun, or a distinguishing feature, e.g. these incredible hunters, or refer to it through its category, e.g. this bird, these creatures, etc.
- select information that is genuinely interesting.
- share your feelings, e.g. enthusiasm, fondness, interest, etc. with your reader.

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11 Form, Meaning and Function

Adjectives

Position of Adjectives

Use adjectives to describe nouns. Place adjectives either after the verb *be* or before a noun.

Dolphins **are intelligent**.
Cats **are** very **independent**.
Giant pandas **may become extinct** in the future.

Dolphins are **intelligent animals**.
Tigers are very **independent animals**.
Giant pandas are an **endangered species**.

Note: We use *become* to describe a changing situation.

Adjectives from Verbs and Nouns

A lot of adjectives are formed from verbs and nouns. Many adjectives are formed by adding the following suffixes: *-y, -ful, -less, -ate, -al, -ive, -ous, -ic, -ed or –ing.*

(noun)	**Health** is very important.
(adjective)	Keeping pets **healthy** is very important.
(noun)	You won't get much **use** out of that bag.
(adjective)	That bag is **useless**.
(noun)	The tall buildings in Dubai made a big **impression** on the tourists.
(adjective)	I felt **impressed** when I saw the very tall hotel.
(noun)	Please take **care** when feeding the animals.
(adjective)	Please be **careful**.
(noun)	Young children have a lot of **energy**.
(adjective)	Young children are very **energetic**.
(adjective)	The tourists found the tall buildings in Dubai very **impressive**.
(verb)	Photos of Dubai **impress** many people.

A. Read the sentences and write the correct form of the adjective from the word(s) given in parentheses.

1. One day in 1969, John Rendall and Anthony Burke saw a real __live__ lion cub in a London department store window. (life)
2. The lion is said to have been an ______________ and extremely ______________ cat. (affection, cooperation)
3. When Kristyan saw his old friends, he ran towards them, stood on his back legs, and ______________ gave each of them a long and ______________ embrace. (joy, love)
4. Punxsutawney Phil is easily the most ______________ groundhog in the world. (fame)
5. Elephants in captivity should be given pedicures to keep their feet ______________. (health)
6. He's a ______________ and strong horse. (beauty)
7. Ali owns a very ______________young horse. (energy)
8. Many true stories demonstrate that horses are ______________ human companions. (loyalty)

B. Choose an animal to research and talk about. Find out about its origins, diet, appearance and characteristics. Make comparisons between your animal and other animals or breeds. Tell your partner about your animal.

All / Both / Neither / None

Use *all, both, neither* and *none* to compare two or more things, places, animals or people.

All tigers, cheetahs, leopards, and lions are big cats.
Both cheetahs and leopards are fast animals.
Neither tigers nor lions can be domesticated.
None of the big cats can be domesticated. They are all wild animals.

Both... and... / Neither... nor... / Either... or...

Both...and, neither...nor, and *either...or* are all paired conjunctions. They are used to link two words, phrases, or clauses of the same type. For example, nouns are linked with nouns, adjectives are linked with adjectives, and verbs are linked with verbs.

My favorite animal is **either** an elephant **or** a camel.
Both camels **and** elephants are intelligent animals.

When connecting two subjects with *both...and*, be sure to use a plural verb.

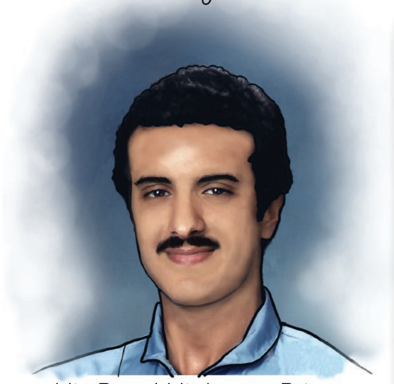
Both my father **and** his boss *were* present at the meeting.

When connecting two subjects using *either...or,* or *neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

Neither my uncle **nor** my brothers *want* to see that documentary.
Neither my brothers **nor** my uncle *wants* to see that documentary.

C. Read the fact boxes about two well-known personalities. Write sentences about the two people using ***both***, ***neither*** and ***either***. Compare with a partner.

*Both His Royal Highness Prince Sultan bin Salman Al Saud **and** Majed Ahmed Abdullah spent their childhood in Riyadh.*
*Neither I **nor** my brother have seen a better football striker than Majed Ahmed Abdullah.*



His Royal Highness Prince Sultan bin Salman Al Saud

- He was born in 1956 in Riyadh.
- He completed university and flight training in the U.S.
- He was on the Saudi Media Committee during the 1984 Olympics.
- He was the youngest person to fly on the Space Shuttle *Discovery* at the age of 28.
- He helped with organizations for the disabled.
- He became Secretary General of the Saudi Commission for Tourism and Antiquities.
- He became involved in preserving Saudi architectural heritage.

- He was born in Jeddah.
- He moved to Riyadh with his family when he was very young.
- Majed Ahmed Abdullah one of the best football strikers in the history of Saudi Arabia.
- He scored 4 goals against India during the 1984 Summer Olympics.
- Many newspaper articles have been written about him.

Majed Ahmed Abdullah

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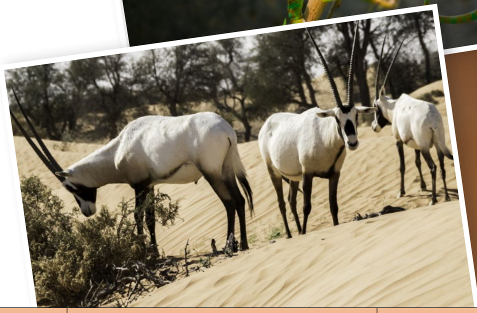

12 Project

You have been asked to select some animals for a zoo in Saudi Arabia.

1. Work in pairs/groups. Research and find out about animals that live in the Arabian Peninsula.
2. Make notes in the chart about the animals and select pictures. Find out about:
   - their natural habitat (where they normally live)
   - their eating habits
   - their enemies and friends
   - their origin
3. Prepare a poster presentation for your class.
4. Display the posters on the wall for your classmates to read after you have presented them.

	Animal 1	Animal 2	Animal 3
Scientific/common name			
Country of origin			
Eating habits			
Enemies/friends			
Space requirements			
Other characteristics			
Reasons for selection			

5. Have a meeting in class and make a final decision about the animals that you would like to include in the zoo. Use your information to support your choice.

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13 Self Reflection

Things that I liked about Unit 11:	Things that I didn't like very much:

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about animals and their behavior			
ask for advice			
give advice			
use passive modals			
use the passive with reporting verbs			
use adjectives			
compare people using: *all / both / neither / none; both...and... / neither...nor... / either...or...*			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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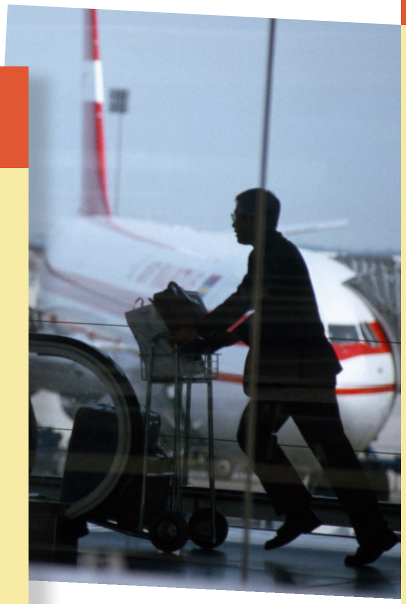
12 What Would You Do?

1 Listen and Discuss

1. What do you think the words *moral* and *ethical* mean?
2. Have you ever been tempted to do something that wasn't right? Explain.
3. Do you think in every situation there is always a clear right and wrong thing to do?



❶ Dilemma

Russ is at the airport to catch a flight. He is on his way to his brother's wedding. His flight is about to leave. As he runs through the terminal to his departure gate, an elderly man suddenly slips and falls in front of him. The man cries out in pain. Russ knows that if he stopped to help the man, he would miss his flight. If he missed his flight, he would miss his brother's wedding. Russ runs past the man as if he hadn't seen him.

Would you have done what Russ did?

❷ Dilemma

Mike is taking an extremely important history test. The test will determine whether he passes the class. Mike has been studying for the test day and night. He feels well prepared, but when the test is in front of him, Mike's mind goes blank. He can't remember anything. It is as if he had never studied. Sam is the best student in the class and is sitting right next to Mike. Sam's paper is close enough for Mike to see the answers. The teacher is not paying attention. Mike knows that if he copied Sam's answers, the teacher wouldn't see.

What would you do if you were Mike?

❸ Dilemma

A ship strikes an iceberg and ten passengers crowd into a lifeboat that is only intended to hold nine. The lifeboat slowly starts to sink because of the extra weight. If it does, all ten passengers will die in the freezing water. The captain considers his choices and decides to force the weakest individual out of the lifeboat. He reasons that if he did nothing, everyone would drown. This way only one person drowns, and this person would have drowned anyway. Others on the lifeboat feel that this choice is morally wrong. They say that if he did nothing, then even if none of them survived, at least no one would be responsible for anyone's death.

If you were the captain, what would you do?

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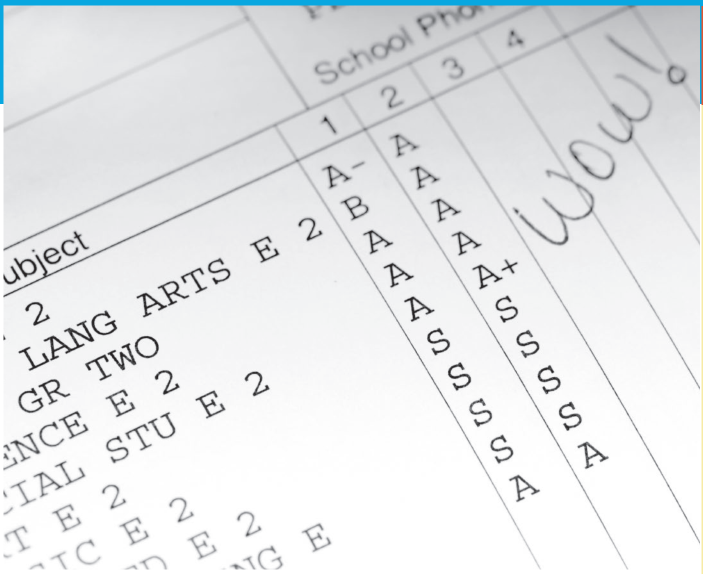

"All sunshine makes the desert."

—Arabic proverb

"Ask the experienced rather than the learned."

—Arabic proverb

4 Dilemma

Mariana has struggled in science class for years. This year, to help motivate her, Mariana's parents have told her that if she receives a B on her report card, they will help her buy a cell phone. But Mariana has done poorly in the class and knows that her final grade will be a D. The day her report card is due to arrive in the mail, Mariana arrives home from school and is greeted by her parents with hugs and smiles. She takes a look at the report card and sees that her grade in science is an A. Clearly this is a mistake, but Mariana can get away with it if she doesn't say anything. The cell phone is only part of the reason that she's tempted not to say anything. She also dreads the idea of seeing the pride on her parents' faces vanish.

What would you do if you were Mariana?

Quick Check ☑

A. Vocabulary. Complete each sentence with one of these words:

dread	motivate	tempted
morally	responsible	vanish

1. Who is ______________ for cleaning up this mess?
2. My mother's cookies always ______________ moments after she takes them out of the oven.
3. The beautiful weather helped ______________ me to go outside and get some exercise.
4. People should feel that it's ______________ wrong to buy stolen goods.
5. I ______________ taking final exams next week.
6. I was ______________ to watch the film on TV, but I made myself study instead.

B. Comprehension. Answer the questions.

1. Why is Russ at the airport?
2. What does Russ decide to do?
3. What is Mike considering doing? Why?
4. What is the problem on the lifeboat?
5. Why is Mariana tempted to not tell the truth about her science grade?

2 Pair Work

Work with a partner to create a morally challenging situation, or a dilemma. Find out what your classmates would do in the situation.

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3 Grammar

Present Hypothetical Conditionals versus Past Hypothetical Conditionals

We use present hypothetical conditionals to talk about imaginary situations. The simple past tense is used in the *if*-clause. *Would*, *could*, or *might* is used in the result clause.

If you **asked** me my opinion, I **would tell** you the truth.
If we **knew** where she lived, we **could send** her flowers.

We use past hypothetical conditionals to talk about things that did not happen in the past. They are often used to express regret or criticism. The past perfect is used in the *if*-clause. *Would have*, *could have*, or *might have* is used in the result clause.

If I **had tutored** him, he **might have passed** the test.
(But I didn't tutor him, so he didn't pass the test.)

If Audra **had been** honest, she **would** not **have gotten** into trouble.
(But Audra didn't tell the truth, so she did get into trouble.)

Implied Conditionals

Sometimes the *if*-clause is implied rather than stated directly.

We **would have helped** you. (if you **had asked** us)
I **would have called** the police. (if I **had been** there)
What **would** I **do** without you? (if you **weren't** here)

As If / *As Though* for Unreal Situations

We can use *as if* and *as though* + a past or past perfect verb to suggest that something is unreal or untrue.

He talks **as if** he *were* an expert in the field.
They act **as though** they *had not cheated* on the test.

Note: Either *was* or *were* can be used with the subjects *I, he*, *she*, or *it*. However, *were* is considered more formal and generally used in writing.

A. Rewrite each sentence as a conditional.

My sister doesn't know what happened, so she's not mad at me.
If my sister knew what happened, she would be mad at me.

1. Ibrahim doesn't take good care of himself. That is why he gets sick so often.
2. He had an accident because he wasn't driving carefully enough.
3. I took the course because I didn't know how hard it would be.
4. He isn't my son, so I can't tell him what to do.
5. I'd like to help the poor, but I have no extra money.
6. You don't pay attention in class, so you don't understand the lessons.
7. Aisha didn't tell her parents about the problem, so they couldn't help her.
8. We didn't have time, so we didn't visit him in the hospital.

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B. Write what you ***would do***, or ***would have done*** in each situation. Use an implied conditional.

Ali uses his friend's computer and accidentally deletes an important file. He decides not to tell his friend.

What would you have done?

I would have told my friend the truth.

1. When Aisha got home from the bookstore, she realized that she hadn't been charged for one of the books she bought. She went back to the bookstore to pay for it.
   What would you have done?
2. While pulling out of the supermarket parking lot, Hameed hits another car. There is a small dent on the other car. Hameed can't decide what he should do.
   What would you do?
3. Fatima bought a new dress. She tries it on and asks what Maha thinks of it. Maha doesn't like it, but says she does.
   What would you have done?
4. Mona's teenage daughter has seemed unhappy lately, but won't talk to Mona. Mona is worried. Her daughter accidentally leaves her journal on the couch. Mona reads it.
   What would you have done?
5. Sarah brings her grandmother a nice dessert. Her grandmother tells her how delicious it is and how impressed she is that Sarah made it. Sarah bought the dessert from a store. She decides not to tell her grandmother. What would you do?

C. Use the cue words to write a new sentence with ***as though*** or ***as if***.

Bianca is not a queen.
behaving / as if
She is behaving as if she were a queen.

1. I am not dreaming.
   feel / as though / be
2. We are not rich.
   spending money / as though
3. Asma doesn't like Sophie.
   acts / as though
4. You did not see something scary.
   look / as if
5. Adel is not an old man.
   walks / as though
6. You don't own this house.
   behaving / as if
7. He didn't take public speaking lessons.
   speaks / as if
8. Faris needs this job.
   talking / as though
9. He does not know the answer.
   acting / as if

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4 Conversation

Khaled: Can I talk to you about a problem I'm struggling with?

Majid: Sure. What's going on?

Khaled: Well, I've been working at a clothing store in the mall for a month now. Last week, I saw a guy I work with stuffing a shirt into his bag. When I asked him about it, he acted all innocent. Then this week, I caught him taking a pair of pants. This time he promised he wouldn't steal anything again and begged me not to tell the manager.

Majid: So what are you going to do?

Khaled: That's the problem, I don't know. If I told the manager, he would get fired.

Majid: Yeah, but now that you know about it, if you don't tell the manager, you'll be helping him get away with stealing. He's put you in a rotten position.

Khaled: I know. What do you think I should do?

Majid: The way I see it, if he's stolen twice before, he's likely to steal again. You can't trust him. Do you think he might even steal from the cash register?

Khaled: I wouldn't put it past him.

Majid: It seems to me that you may get yourself in trouble if you don't blow the whistle on him. Of course, it's your call, but if I were you, I would let the manager know.

Khaled: Yeah. You're probably right.

About the Conversation

1. What problem is Khaled struggling with?
2. What is Majid's opinion?
3. What do you think Khaled will do?

Real Talk

rotten = bad
I wouldn't put it past him. = I believe he would do that.
blow the whistle on = to reveal and put a stop to wrongdoing
call = decision

Your Turn

Create your own conversation. Tell your partner about a situation you are struggling with. Your partner will give his or her opinion.

Giving An Opinion	
In my opinion...	The way I see it...
I feel/I believe...	It seems to me that...
As far as I'm concerned...	I would think/say that...

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5 Listening

Listen to the radio segment about hikers requiring rescue on Mount Hood in Oregon in the U.S. Answer ***true*** or ***false***.

1. ______ Mount Hood is 1,300 meters high.
2. ______ Each year, 25 to 50 people require rescue on Mount Hood.
3. ______ December is one of the best times of year to hike on Mount Hood.
4. ______ Weather conditions in December are mild.
5. ______ During one rescue, rescue workers in a helicopter were killed when it crashed.
6. ______ Currently, taxpayers pay for Mount Hood rescues.

6 Pronunciation

In a sentence, **content words** are words with clear meanings such as nouns, verbs, adjectives, and adverbs. They are usually stressed.
Function words, like articles, auxiliary verbs, pronouns, and prepositions join content words into sentences. They are usually not stressed. Listen and practice.

1. Three experienced climbers went hiking in the middle of a snowstorm.
2. The weather conditions are favorable for hikers in May and June.
3. In December, the mountain is covered in snow and ice.
4. Temperatures can drop below freezing at this time of year.
5. Most of the Mount Hood rescue workers are volunteers.
6. There is no charge for these rescues.

7 Vocabulary Building

A. You will see these words in the reading on pages 188 and 189. Match the words with their meanings.

1. ______ genetic
2. ______ treatable
3. ______ diagnosis
4. ______ undergo
5. ______ inherited
6. ______ preventative
7. ______ controversial
8. ______ potential

a. causing disagreement
b. the possibility of being or doing something
c. done in order to avoid
d. received from a parent or ancestor
e. related to the part of a cell that contains your parents' characteristics
f. capable of being cured
g. identification of the cause of a problem
h. experience

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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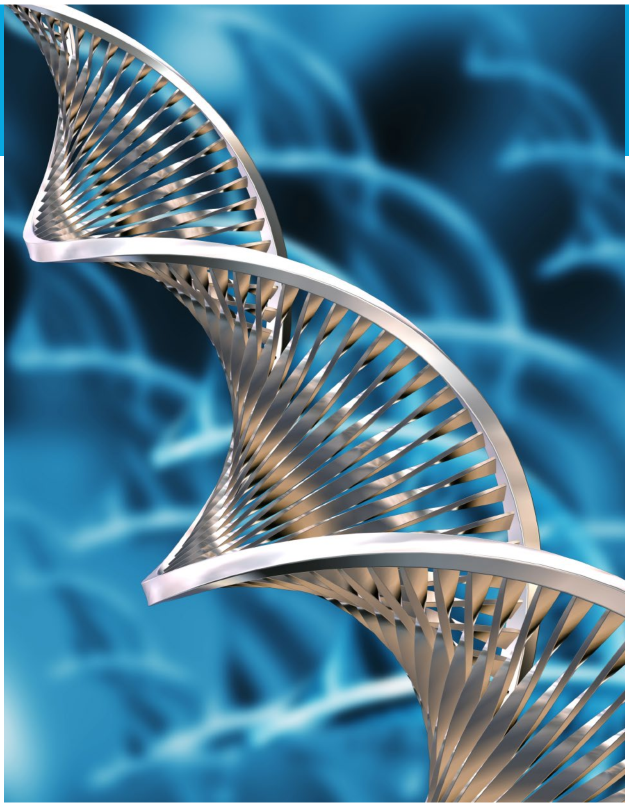
8 Reading

Before Reading

Read the article and underline all the potential diseases that can be identified using genetic testing.



Peeking into Our Medical Future

Did you know that a drop of your blood can predict diseases you may develop in the future? This is possible through genetic testing—testing that analyzes the genetic information found in the cells of your body. Each cell contains a sample of DNA. The information in DNA can help determine a person's risk of developing certain diseases years from now.

The most common type of genetic testing is called "newborn screening." The goal of newborn screening is to identify treatable genetic disorders in newborn babies. In many countries, infants are screened in the hospital shortly after they are born. Although it is rare to find that a baby has a genetic disorder, those that do have a disorder start receiving treatment right away. This early diagnosis and treatment prevents physical and mental problems, and sometimes even death.

Another type of genetic testing is called "predictive gene testing." This is used to predict an adult's risk of developing certain diseases later in life. People who undergo this type of genetic testing are usually from a family in which many members have had a particular inherited disease, like certain cancers or Alzheimer's disease.

There are many obvious benefits to this kind of testing. A negative test (a test that says a person is not likely to develop a disorder) can bring a tremendous sense of relief. Jen Thomson, who recently underwent predictive gene testing for colon cancer, explains, "So many people in my family died of colon cancer, I worried constantly. When the test came back negative, I felt as if someone had lifted an enormous weight off my shoulders." A positive test has benefits as well. It warns of the need for preventative care, like frequent checkups, dietary changes, medicines, or even the option of surgically removing the part likely to develop the disease. For example, if Thomson's test had been positive, she might have chosen to have her colon removed.

There are also some controversial downsides to genetic testing. The value of genetic testing is particularly questionable when testing for a disease that is untreatable. For example, Alzheimer's disease runs in An Lee's family. An has decided to get genetic testing to see if she is likely to develop it. Her husband Bao is not happy about her choice. Bao explains, "If the result is positive, how will it help to know that she will probably develop the disease?

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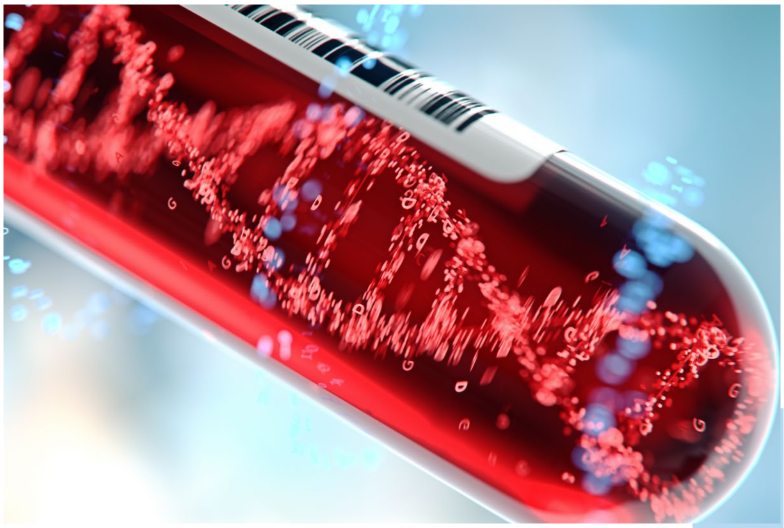
If I had the Alzheimer's gene, I wouldn't want to know." Another issue is that even if someone tests positive for a disease, it doesn't mean that they will definitely develop the disease. So a person could spend years worrying about something that never ends up happening.

Genetic testing has the potential to impact millions of lives in the future. Many are excited about the future of genetics, while others have deep concerns about it. But for better or for worse, soon we may all have the ability to peek into our medical future.



After Reading

Answer ***true*** or ***false***.

1. ______ To get a sample of DNA, doctors must draw a large quantity of blood.
2. ______ Newborn screening is not a common type of genetic testing.
3. ______ Predictive gene testing can be done for treatable and untreatable disorders.
4. ______ A positive test generally brings great relief to the test-taker.
5. ______ If someone tests positive for a disease, they will definitely develop the disease.

9 Speaking

1. Work in pairs or groups. Think about what you have read and heard about genetic testing and discuss the question below:
If you were offered genetic testing, would you do it? Why? Why not?

2. Make notes in the chart. Then use your notes to discuss your views in class.

Type of genetic testing you read/heard about	Reasons for taking the test	Reasons against taking the test	Should it be made available to everyone? Why? Why not?

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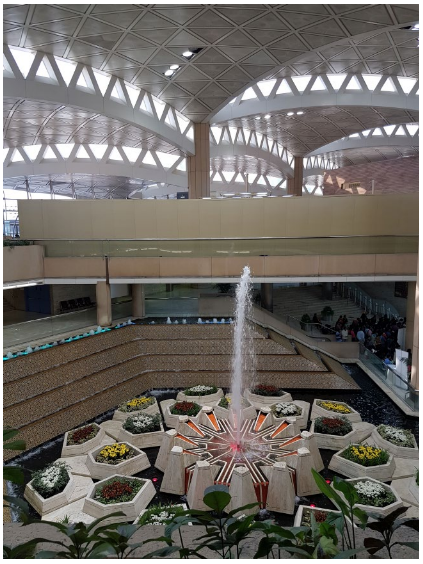
10 Writing



A. How do you think people decide on a field of study or a job? Which factors affect their decision/choice?

1. Read the text and find out.
- What did the writer originally want to study?
- Why did he give up his original plan?
- Why do you think he took different training courses?
- What had he done to qualify as a language teacher?
- What other job opportunity did he have?
- What prompted him to make his final choice? Does he regret it?

2. What would you have done?

3. Read the text again and find out.
- Are all the events presented in chronological order? How do you know?
- Which sentences/phrases/words provide information about the writer's thoughts, attitude, and feelings?
- Which part reveals the writer's position on the matter?
- Are there sections/phrases/sentences that address a longer period of time in real terms but very briefly?
- Are there sections/phrases/sentences that address a shorter period of time in real terms but in greater detail?

After I finished school, I chose to try out a number of things before settling on one field of study or profession. I had originally wanted to go to art school but had changed my mind when I found out how hard it was for graduates to find employment. I was also reluctant to go ahead with it, because I knew that my father was likely to disapprove in a quiet but very noticeable manner. He wanted me to study medicine, but I didn't.

I took a number of courses in typing, shorthand, French, art, design, and literature and worked part-time as a public relations assistant, a shop assistant, etc. Eventually, I started studying psychology, philosophy, and linguistics. I had also managed to attend a teaching methodology course that qualified me as a language teacher, but I was not at all certain that I wanted a teaching career.

At some point, I was approached by a new airline company that invited me to do an interview, followed by a test before I could be offered a job. At the time, I used to help out with registration at a large language center where my uncle taught. So, I agreed to spend the next few days working for them from morning till evening, totally forgetting the airline company. Two days later, the man I knew from the airline company turned up and accused me of being irresponsible because I had not bothered to check with the airline company on the final results and a job offer. He said there was still time to do it, but I would have to drop what I was doing and run. For some reason, I did exactly the opposite; I stayed put, thanked him and went back to work.

Later that evening, I was offered my first teaching job by the director of studies. I have often wondered what my life would have been like if I had chosen the airline company instead, but not too enthusiastically. Regardless of difficulties and ups and downs, this is the choice that has become a life's choice and no amount of wondering is likely to ever make me regret it.

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B. **1.** Think of an important decision you or a family member has made.
2. Compare what your life is like now to what it would have been like if you or a family member had made a different decision. Use the chart to organize your ideas.
3. Write a personal narrative on this subject.

Life Now	How Life Would Have Been Different

A Life-Changing Decision

After I graduated from high school, I had the choice of going to a university in my hometown, or going to one far from home. I chose to go to the university far from home. Although I am happy with my choice, sometimes I feel as if I live a million miles from home. If I had chosen differently, it would have led to a very different life for me...

Writing Corner

When you write a reflective and speculative personal narrative, think about the following:

- what has already happened
- what opportunities were available and what results have taken place
- what feelings and attitudes you have experienced
- which people were involved directly or indirectly
- how to present your ideas so you can set the context clearly for your reader

Then refer to the real context and:

- reflect and/or evaluate the decision/choice you made.
- wonder/speculate how things might have been different.
- address the question to your reader.
- express satisfaction or regret about your decision/choice.

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11 Form, Meaning and Function

Future Progressive

Use the future progressive (*will* + *be* + present participle) for continuous actions in the future.

Affirmative (+)
Genetic testing has the potential to impact millions of lives. Soon we will all **be peeking** into our medical futures.

Questions (?)
Will you **be working** on the weekend?

Short Answers (+)
Yes, I **will**.

Short Answers (–)
No, I **won't**.

Future Perfect

The future perfect is used to express the idea that an action will be completed in the future, before another event or before another specific time in the future. The future perfect is formed with *will have* + past participle.

By this time tomorrow, we **will have had** the medical test results back.

Time Expressions for the Future

A week from today, I'll be working in my new job.

By the year 2030, we will all have undergone genetic testing at birth.

By the time I am elderly, smart robots will have become commonplace.

A. Use the future progressive or the future perfect to complete each sentence. In some cases, both forms are possible.

Sheri started teaching biology in 2020. By 2030, *she will have been teaching biology for ten years.*

1. My parents got married in 2000. By 2032, ____________________.
2. My brother became a vegetarian three weeks ago. By next week, ____________________.
3. Jasim starts his new job today. A week from now ____________________.
4. Some hospitals have used robots in surgery. By 2035, all ____________________.
5. I've already lost five kilograms on my diet. If I lose another two, ____________________.

B. Use the future perfect to combine the future events into one sentence, using ***by*** or ***by the time***. Write the sentences in your notebook.

1st Event: He will graduate from college. **2nd Event:** 2033 will come.
By 2033, he will have graduated from college.

1. **1st Event:** The football game will start. **2nd Event:** We will arrive at the stadium.
2. **1st Event:** I will fall asleep. **2nd Event:** This TV show will be over.
3. **1st Event:** I will pass my law exams. **2nd Event:** 2029 will come.
4. **1st Event:** My father will work as a medical doctor for 20 years. **2nd Event:** He will retire.

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Used To versus *Be Used To*

Used to + the base form of a verb is used to talk about an action that was repeated habitually in the past but no longer happens now; and to describe a past situation which is no longer true.

Tom **didn't use to** cheat on school tests. He **used to be** an honest person. He **used to study** hard. He **used to be** a good student.

Note: For the negative, use *didn't use to* (omit the *-d*).

Be used to + gerund or noun is used to talk about something that has become familiar or habitual.

Some people think it's crazy that he works seven days a week. But he **is used to** it.
Although she is a millionaire now, she **isn't used to** shopping in expensive stores.

Note: For the negative, use *be + not + use**d** to* (do not omit the *-d*).

Was/Were Going To (Future in the Past)

Was/Were + going to + the base form of a verb is used to talk about a prediction for the future made in the past, or a past plan that was not carried out.

When he saw the old man fall, Russ **wasn't going to** stop. He **was going to** keep running to catch his flight. Russ realized this was wrong, so he stopped and helped the old man.

C. Look at the pictures. Complete the paragraph about how Fahd's life has changed since he adopted a healthy lifestyle. Use ***used to***, ***be used to*** and ***was going to***.

A year ago, Fahd's life was very different ...

One year ago

Now

D. Think of an important decision you or your family made in the past that has changed your life. Talk about what you used to do before the change and what you are used to doing now. Tell your partner.

Before we moved to the city, I used to ...

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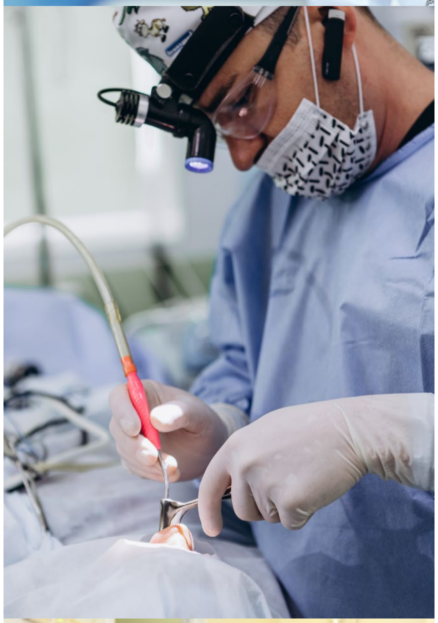
12 Project

1. Have you heard or read about new, ground-breaking methods of treatment of various conditions/diseases? Try to find out by talking to each other.
2. Work in pairs/groups. Research and find out about ground-breaking methods of treatment applied in your country. These treatments/cures might be medicinal or involve surgical procedures.
   - interview members of your family
   - talk to your teachers
   - search the Internet
3. Gather information about new ground-breaking methods of treatment and procedures used in Saudi Arabia and make notes. The treatments or procedures might be used for preventive reasons. Find out:
   - which diseases/conditions they are used for
   - if they are successful
   - if there are side effects
   - how they can affect people's lives
   - how accessible they are
   - if they are at an initial stage
   - if additional resources/equipment is needed
   - about plans to extend their application
4. Choose one or two of the treatment methods/procedures. Organize your notes under the categories/headings in the chart. Use them to prepare a PowerPoint presentation for your class.



Ground-breaking treatment/procedure	
Target condition	
Target patient group	
Description/type	
Origin	
Equipment	
Stage of application/ development	
Hospital/institution/ authority	
Physicians	
Rate of success	
Patients' comments	

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13 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:
______________________	______________________
______________________	______________________

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:
______________________	______________________
______________________	______________________

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about ethics and morals ethics and moral dilemmas			
give opinions			
present hypothetical conditionals versus past hypothetical conditionals			
use implied conditionals			
use *as if/as though* for unreal situations			
use the future progressive and future perfect			
use time expressions for the future: *by the year, this time tomorrow*			
use *used to* versus *be used to*			
use *was/were going to*			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help

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EXPANSION Units 10–12

1 Language Review

A. Find the phrasal verbs in the sentences. Decide if they are used correctly. If not, rewrite the sentence.

1. It is a shame to see people throw money away buying silly things.
2. This cake is delectable. Thanks for whipping up it.
3. Just the aroma of breakfast is enough to wake up me.
4. Fried food is an unhealthy indulgence. You should give it up.
5. I'm looking forward to seeing my grandparents.
6. The vendor ran nachos out of halfway through the baseball game.
7. I substitute honey for sugar in my tea. I can't tell apart them.
8. Being diagnosed with heart disease has turned my father into a healthy eater.
9. We ran our professor into at the library.
10. Don't you get tired of staying at home all of the time?

B. Rewrite each sentence using the passive with a reporting verb.

Scientists say that Alzheimer's disease is an inherited disease.
Alzheimer's disease is *said to be an inherited condition*.

1. Many historians believe the Chinese made the first fireworks over 2,000 years ago.
   It is ______________________________.
2. People think that the Egyptians were the first people to domesticate the cat.
   It is ______________________________.
3. People thought space travel was impossible 100 years ago.
   Space travel was ______________________________.
4. They think Reema is responsible for spreading the rumor.
   Reema is ______________________________.
5. People say the shortest distance between two points is a straight line.
   It is ______________________________.
6. People once considered that the earth was flat.
   The earth was ______________________________.
7. The government expects that unemployment will decline by 2 percent this year.
   Unemployment is ______________________________.
8. Doctors consider that many cancers are treatable if they are caught early.
   Many cancers are ______________________________.

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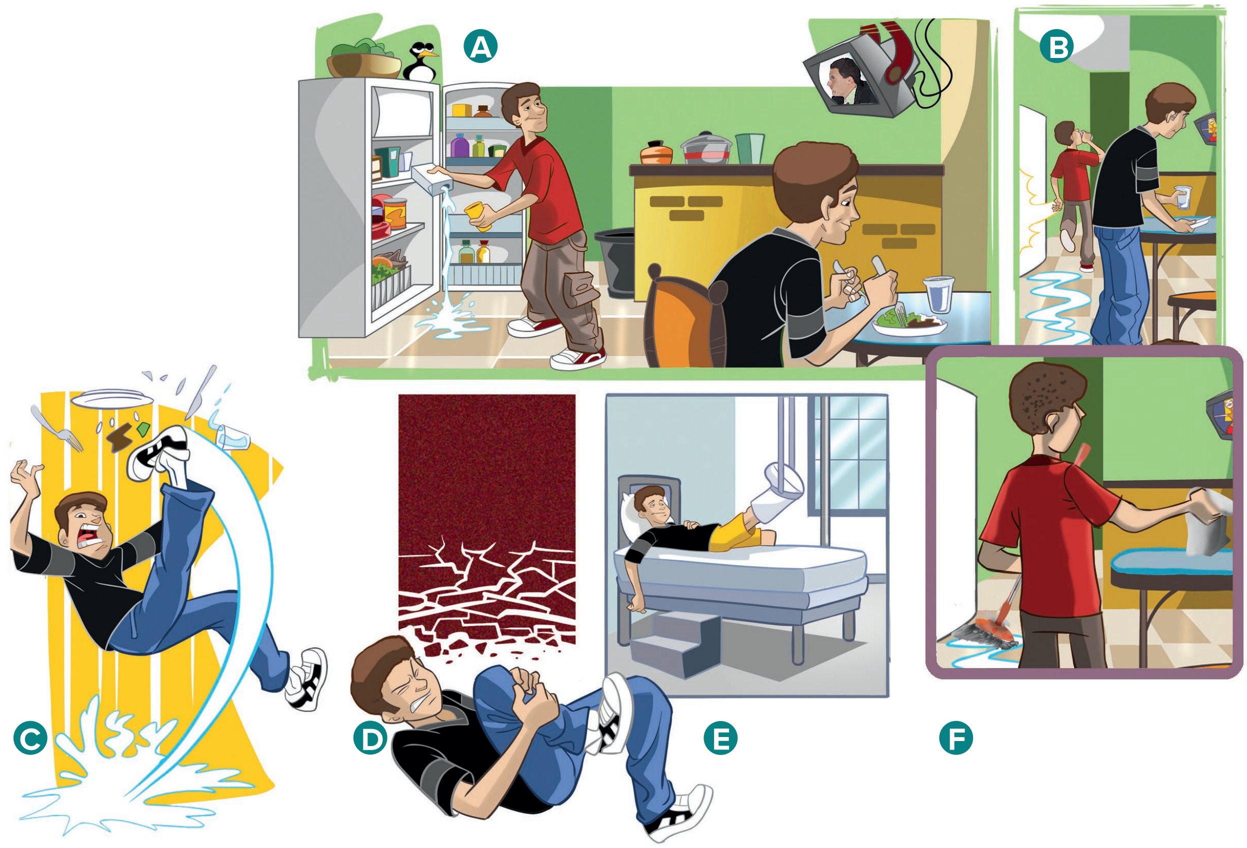
C. Rewrite each active sentence as a passive sentence.

1. You can prevent many illnesses with a healthy diet.
2. The school board may cut the school's budget next year.
3. People can cure hiccups by drinking a glass of water quickly.
4. Young people should treat older people with respect.
5. Students must submit their application forms by March 13th.
6. Parents should read to their children every day.
7. A pharmacist should explain the potential side effects of the medication.
8. A doctor has to diagnose a disease before he can treat it.
9. I think scientists will find a cure for cancer in the near future.
10. The chef may add new items to the menu next week.

D. Look at the pictures. Write a past hypothetical sentence about each.

If Marco had been paying attention, he might not have spilled the milk.



E. Imagine a series of events that could happen in your own future. Use the present hypothetical to write six sentences. Use ***could***, ***would***, and ***might***.

If I got a job, I could save some money.

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2 Reading

Before Reading

1. Do you think it is possible to move objects with your mind? Explain.
2. How do you think technology could help make this possible?

Mind Over Matter

Imagine yourself sitting on the couch, exhausted after a long day, wishing you had the TV remote control. Wouldn't it be great if, instead of getting up to pick it up from the coffee table, you could use your mind to turn the TV on and flip through the channels? This idea may sound like science fiction, but it may not be as far-fetched as it sounds.

The ability to move objects with the mind is known as *telekinesis*. It has long been speculated that people use only a small portion of their brains. It is said that if we used the full potential of our brain, we would discover that it has amazing abilities, including the ability to move objects without touching them.

One person famous for her alleged ability to use her brain this way was Nina Kulagina. Kulagina, a Russian housewife born in 1927, caused a sensation in the 1960s and 70s with her alleged mental powers. Kulagina demonstrated her ability in a number of experiments, many of which were filmed. In one experiment, she separated the yolk and the white of an egg dropped into a tank of water. In her most incredible experiment, Kulagina used her mind to slow a frog's heartbeat until it stopped completely.

Many in the scientific community are skeptical about whether Kulagina's powers were real or just a trick. However, many of these same people believe it is entirely possible for the brain to move an object—with the help of technology. For decades, scientists have been working on finding a way to make it possible for disabled people who do not have use of their hands to control devices with the brain. Recently, great progress has been made in this effort.

In 2004, a paralyzed 25-year-old man named Matthew Nagle became the first person to benefit from such technology. Nagle had a chip that could read his mind implanted in his brain. Wires connected to both the chip and a computer fed the information from the chip into the computer. The computer analyzed this information, and converted it into computer commands. The computer then sent these commands to various devices in Nagle's home.

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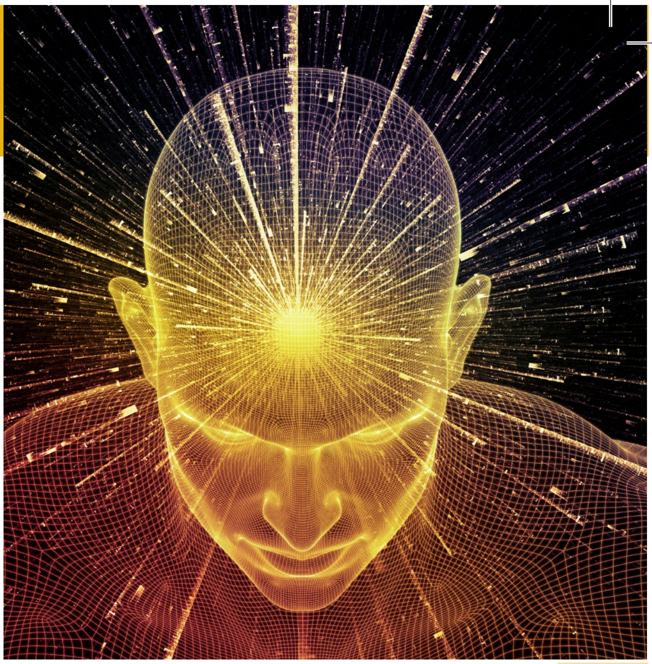

As a result, Nagle was able to do things like turn the lights in his home on and off, and open email, just by thinking about doing these things. The hope is that one day this technology will make it possible for people like Nagle to regain the use of their arms and legs.

Recent research has focused on making this technology simpler by replacing the computer chip with a cap. Brain waves can be picked up by the cap and sent to a computer, which then carries out the commands. The advantage of this approach is that the cap is wireless and does not require surgery. However, further research is needed to make this wireless technology as effective as the brain chip.

While this technology has the possibility of dramatically improving the lives of disabled people, there are also many less dramatic, commercial uses for it. For example, one company is developing a remote control that can be controlled with thoughts. So the next time you are feeling too lazy to get off the couch to get the remote control, take heart—soon you may indeed be able to stay on the couch and turn on your TV without lifting a finger!

After Reading

A. Complete the sentences with these words:

alleged	far-fetched	potential	skeptical
converted	paralyzed	sensation	

1. Someone who cannot move his or her body is ______________.
2. Something that creates a lot of excitement can be called a ______________.
3. Someone who is accused of robbing a bank, but who has not yet been proven to have done it, can be called an ______________ robber.
4. Some feel that the idea that people will one day live in space is ______________.
5. Someone who does not believe something that is believed by others can be described as ______________.
6. When something is turned from one thing into another, it is ______________.
7. Someone who has a lot of abilities that they have not yet begun to use is said to have great ______________.

B. Answer the questions.

1. What is telekinesis?
2. Who was Nina Kulagina?
3. How can technology make it possible for the mind to move objects?
4. What surgery did Michael Nagle undergo?
5. How did the surgery change Nagle's life?

Discussion

1. Do you think the technology described in the reading will ever become common? Why or why not?
2. Think of and describe other ways this technology could be used.

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3 Language Plus

A. Complete each sentence with one of the idioms shown.
Use the correct tense and pronouns.
Then use each idiom in a sentence of your own.

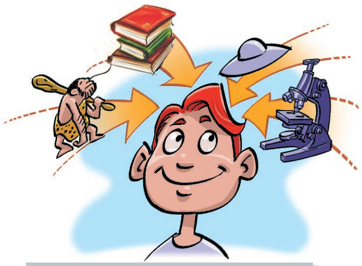
have a lot on (one's) mind

set (one's) mind at ease

give (someone) a piece of (one's) mind

lose (one's) mind

keep (one's) mind off of (something)



keep an open mind

Finding out that you were OK after the accident *set my mind at ease*.

1. When I saw that he had crashed into our car, I ___________________________.
2. When I'm on a diet, I can't ___________________________.
3. I could've sworn I left my keys here. Sometimes I think I'm ___________________________.
4. I've been finding it hard to sleep lately because I ___________________________.
5. I know you don't like tomatoes, but ___________________________ as you taste this sauce.

4 Writing

Tools for Writing: *The* Definite Article and Generalizations

The definite article, ***the***, is used to talk about one specific object or person.

They got **the** cat from **the** Eastside Animal Shelter.

However, the definite article is not used when speaking generally.

People drink coffee to help them stay awake. NOT: ~~The people drink the coffee to help them stay awake.~~

Read the sentences. Cross out ***the*** where it appears incorrectly.

1. The men are often taller than women.
2. The students in Ms. Fatima's class work harder than the students in Ms. Badria's class.
3. The people in Saudi Arabia enjoy calligraphy and poetry.
4. The people at the fair enjoyed the rides and the food.
5. It is always frustrating to drive in the traffic.
6. The traffic in my area is terrible in the morning.

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Writing Prompt

Write an essay about a new kind of technology. It can be a technology that is already in use or that will be used in the future. Explain the technology and tell the reader whether you think it is a good thing or not, and why.

Write Your Essay

1. Decide what technology you want to write about.
2. Use two or three sources from the library or Internet to find information about the technology. Use a note-taking chart to keep track of your sources and the information you find in each.

Source	Notes

3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay. Include a list of the sources you used in your final draft.

Developing Your Writing: Taking Notes and Citing Sources

Take notes on key facts and note the source of the information. It is important to put the information in your own words, rather than simply copying text word for word from your source. Copying the words of another writer and using them as your own is called *plagiarism*.

Include a list of your sources at the end of your essay. If the source is a book, write the name of the author, the title of the book, the city and name of the publisher, and the year it was published. If the source is a Web page, write the name of the author (if known), the website title, the title of the article, the date you found the page, and the URL of the page.

Robotic Surgery

You may think of robots as things that only turn up in science fiction, but robots are actually a part of everyday life. Robots are used for many different tasks. For example, robots are used to manufacture cars, to explore space, and to assist the military and police officers in dangerous situations. And believe it or not, now robots can even be used to perform surgery on patients ...

Jimenez, Marcos. Science of the Future. New York: Global Press, 2019

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1 Connected by Technology

VOCABULARY

Nouns
acronym
asthma
disbelief
double
hike
inhibition
loner
mobility
paramedic
wonder

Verbs
contribute
depend
feature
network
perform
post

Adjectives
cyber
desperate
determining
extraordinary
inseparable
obsessed
unique
virtual

Adjectives to describe people
down to earth
laid back
spontaneous
straightforward

EXPRESSIONS

Proverbs
Better late than never.
Honesty is the best policy.
Laughter is the best medicine.
Nothing ventured, nothing gained.
Silence is golden.
The apple doesn't fall far from the tree.

Asking for clarification and confirming
Can you explain it?
Does that make sense?
How do you . . .?
I get it.
What does that mean?

Real Talk
get it
got the hang of it
hang out
Hold on.
How on earth?

2 Crime Doesn't Pay

VOCABULARY

Nouns
blunder
burglar
coincidence
display
fraud
getaway car
inmate
misdemeanor
pavement
pickpocket
precaution
suspect
swarm
victim

Verbs
abandon
assume
break into
charge
decline
hijack
install
insure
sentence

Adjectives
compact
grim
unauthorized

EXPRESSIONS

Ordering
At this point . . .
Consequently . . .
Once . . .
To begin with . . .

Real Talk
Are you kidding?
by accident
Come on.
easy mark
I'm positive.
let your guard down
nabbed

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3 Far and Away

VOCABULARY

Nouns	Verb	Adjectives	Adverbs of degree	Sentence adverbs
canopy	encounter	breathtaking	absolutely	actually
characteristic	preserve	commercial	almost	admittedly
conservation		cozy	barely	apparently
deforestation		lush	completely	certainly
ecosystem		remote	enough	clearly
igloo		pristine	extremely	evidently
incentive		stunning	hardly	frankly
ranger		tasteful	just	honestly
reduction		undisturbed	nearly	naturally
surface		widespread	quite	obviously
toiletries			rather	officially
trekking			relatively	presumably
tweezers			scarcely	probably
			so	undoubtedly
			too	(un)fortunately
			very	

EXPRESSIONS

Making and declining special requests	Real Talk
Do you think it would be possible . . .?	a drag
I wish it were possible, but . . .	Awesome!
I wonder if it would be possible . . .	crummy
I'm afraid (we) can't . . .	don't get it
That won't be possible . . .	red-eye
The problem is . . .	
Unfortunately, that's not possible . . .	
We can't do it because . . .	

EXPANSION Units 1–3

VOCABULARY

Nouns	Verbs	Adjective
armload	contract	fatal
precaution	download	
truckload	infiltrate	
virus	manipulate	
	offload	
	overload	
	unleash	
	upload	
	urge	

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4 TV Around the World

VOCABULARY

Nouns

acclaim
affluence
appeal
contestant
documentary
episode
evolution
host
milestone
obstacle
course
panel
patent
portion
prototype
treatment
version

Verbs

air
broadcast
conceive
demonstrate
feature
fulfill
launch
plate
patent
plot
propose
tamper
transmit

Adjectives

adequate
culinary
cutting
distinct
disturbing
factual
feasible
fictional
forensic
illustrious
innovative
mysterious
pending
prosperous
puzzling

Kinds of TV programs

crime drama
game show
morning show
motoring series
quiz show
sitcom
sports program

EXPRESSIONS

Expressing certainty

I'm sure/certain/positive that . . .
I'm telling you that . . .
It's obvious that . . .
There's no question that . . .

Real Talk

all
bugs
C'mon.
couch potato
get a kick out of
Nah
remote

5 Working 9 to 5

VOCABULARY

Nouns

allergen
alternative
callus
fabric
flair
income
infection
satisfaction
status
trend

Verbs

analyze
appreciate
cooperate
cure
determine
embed
entail
identify
monitor
prune
utilize

Adjectives

alert
captive
identical
methodical
respectful
tremendous

Jobs

arborist
air traffic controller
engineer
race car driver
pediatrician
social worker
surgeon
telemarketer
zoologist

EXPRESSIONS

Asking for favors

Do me a favor and . . .
Do you think you could . . .?
I hate to ask, but . . .
I'd really appreciate it if you would . . .
What are the chances you could . . .?
Would it be possible/too much trouble . . .?

Real Talk

cover
help me out
in a bind
jump ship
keep it to yourself
No kidding?
take off
Will do.

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6 Going Green

VOCABULARY

Nouns

bagful
consumption
efficiency
impact
landfill
perspective
pesticides
power outage
sacrifice
self-reliance
source
thermostat
utility
waste
wrapper
vacuum

Verbs

accumulate
access
conserve
rely

Adjectives

bold
committed
enormous
glossy
harsh
organic
reusable

EXPRESSIONS

Making suggestions

Don't you think it would be a good idea + *infinitive*?
How about + *gerund*?
If you don't mind, I'd like to suggest + *gerund* . . .
If you . . . I think you'll find . . .
You might want to consider + *gerund* . . .

Real Talk

a hassle
a no-brainer
a piece of cake
chuck
I guess.
lame

EXPANSION Units 4–6

VOCABULARY

Nouns

funeral
inspiration
mourning
purity
spa
tendency
tranquility
vitality

Verbs

associate
represent
symbolize

Adjectives

calming
vibrant

EXPRESSIONS

Idioms

catch (someone) red-handed
flying colors
green with envy
green thumb
roll out the red carpet
see red

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7 There's No Place Like Home

VOCABULARY

Nouns

adobe	furniture
architect	hub
asset	loyalty
atmosphere	mortar
budget	plot
canyon	shelter
cliff	sorrow
comfort	suburbs

Verbs

comfort
cripple
cultivate
drain
give off
lodge
nurture
shelter

Adjectives

enticing
numerous
potential
resounding
worn

EXPRESSIONS

Describing what you are looking for

I'm looking for . . .
What I have in mind is . . .
I'd love to find . . .
I'm hoping to find . . .
I have my heart set on . . .
It's essential that I find . . .

Real Talk

an arm and a leg
Cool!
grand
Hold on!
megabucks
out of touch
reality check

8 The Sporting Life

VOCABULARY

Nouns

Alpine skiing	goaltender	merit	puck
cross-country skiing	hurdle	milestone	rink
freestyle skiing	ice hockey	penalty	ski jumping
	marathon	practice	spectator
	medal	procession	terrain

Verbs

commemorate
found
intersperse
originate
revive

Adjectives

astounding
defensive
offensive
stiff
thrilling

EXPRESSIONS

Encouraging and expressing confidence in someone

(I know) You can do it.
I have confidence/faith in you.
There's no question in my mind . . .
You'll do great.
You're going to knock 'em dead / knock their socks off.
You've got what it takes.

Real Talk

down pat
guts
mess up
psyched
up for
You bet!

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9 Laugh Out Loud

VOCABULARY

Nouns

antibody
equivalent
mood
prop
script
sitcom

Verbs

enhance
gratify
prompt
stimulate

Adjectives

astonished
bilingual
breathtaking
cardiovascular
fake
fascinated
genuine
hearty
irritated
pediatric
puzzled
remarkable
tasteful

EXPRESSIONS

Telling and responding to a joke

Did you hear the one about . . .?
Do you get it?
I don't get it.
I have a good one.

Real Talk

blow me away
cheer you up
getting to
killer
to tell you the truth

EXPANSION Units 7–9

VOCABULARY

Nouns

anchorman
crop
footage
harvest
hoax
nylon stocking
prank
segment

Verbs

accomplish
convert
fall for
perpetrate
pull off
recall

Adjectives

claustrophobic
supposed
memorable
useless

EXPRESSIONS

Idioms

get the ball rolling
go overboard
keep your eye on the ball
know the ropes
race against time
start from scratch

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Vocabulary

10 You Are What You Eat

VOCABULARY

Nouns
aroma
debt
delicacy
existence
feast
gratitude
indulgence
pastry
peak
quandary
staple
taste bud
toxin
vendor

Verbs
distinguish
maintain
skip (a meal)
substitute
waft

Adjectives
appetizing
booming
delectable
exorbitant
extravagant
famished
immense
licensed
phenomenal
picky
soggy
succulent

Nonseparable phrasal verbs
call for
come across
come from
go on
look into
run into
tire of
turn out

Separable phrasal verbs
burn off
figure out
fit in
give up
gobble down
point out
put on
send back
take off
take out
talk over
tell apart
think over
throw out
throw away
turn down
turn into
wake up
whip up

Three-word phrasal verbs
catch up on
come down with
come up with
cut down on
drop out of
feel up to
get along with
get away with
get down to
get rid of
load up on
look down on
look forward to
make do with
run out of
take care of

EXPRESSIONS

Offering, accepting, and declining food and drink
Can I give you some more . . .?
No thank you . . .
Please help yourself to . . .
Thank you, but . . .
. . . I couldn't eat another bite.
. . . I'm stuffed.
Thanks, I'd love a little/ some more . . .
Would you like to try the . . .?

Real Talk
Come to think of it
have a sweet tooth
in no time
quite the (something)
spread
whipped it up

11 Amazing Animals

VOCABULARY

Nouns
bond
compassion
consciousness
duration
exterminator
intake
life expectancy
mammal
recovery
residence

Verbs
adapt
canter
gallop
honor
speculate
whistle

Adjectives
abstract
aggressive
alert
deliberate
disturbed
domesticated
marine
pampered

EXPRESSIONS

Asking for advice
Could you advise me on . . .?
How should I handle it when . . .?
I really need some advice on . . .
What do (you suggest) I do about . . .?

Giving advice
I (strongly) advise you to . . .
If I were you . . .
It would be (a) good (idea) to . . .
It's not (a) good (idea) to . . .

Real Talk
24/7
back to the drawing board
calling the shots
get to the point
Hang in there!

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12 What Would You Do?

VOCABULARY

Nouns	Verbs		Adjectives
condition	consider	peek	controversial
diagnosis	disapprove	reason	ethical
dilemma	dread	undergo	genetic
disorder	inherit	vanish	moral
downside	motivate		preventative
ethics			reluctant
potential			responsible
			tempted
			treatable

EXPRESSIONS

Giving an opinion

As far as I'm concerned . . .
I feel / I believe . . .
I would think/say that . . .
In my opinion . . .
It seems to me that . . .
The way I see it . . .

Real Talk

blow the whistle on
call
I wouldn't put it past him.
rotten

EXPANSION Units 10–12

VOCABULARY

Nouns		Verbs	Adjectives	
advantage	egg yolk	carry out	alleged	paralyzed
brain wave	portion	convert	disabled	skeptical
device	potential	flip through	dramatic	various
egg white	sensation	implant	effective	wireless
		regain	far-fetched	

EXPRESSIONS

Idioms

give (someone) a piece of (one's) mind
have a lot on (one's) mind
keep an open mind
keep (one's) mind off of (something)
lose (one's) mind
set (one's) mind at ease

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Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

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Audio Track List

CD1

Track	Unit	Student Book Section	
2	Connect	**1**	Listen and Discuss
3	Connect	**3**	Conversation
4	Connect	**4**	Listening
5	Unit 1	**1**	Listen and Discuss
6	Unit 1	**4**	Conversation
7	Unit 1	**5**	Listening
8	Unit 1	**6**	Pronunciation
9	Unit 1	**8**	Reading
10	Unit 1	**10**	Writing
11	Unit 2	**1**	Listen and Discuss
12	Unit 2	**4**	Conversation
13	Unit 2	**5**	Listening
14	Unit 2	**6**	Pronunciation
15	Unit 2	**8**	Reading
16	Unit 2	**10**	Writing
17	Unit 3	**1**	Listen and Discuss
18	Unit 3	**4**	Conversation
19	Unit 3	**5**	Listening
20	Unit 3	**6**	Pronunciation
21	Unit 3	**8**	Reading
22	Unit 3	**10**	Writing
23	EXPANSION Units 1–3	**2**	Reading

CD2

Track	Unit	Student Book Section	
2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**4**	Conversation
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Reading
7	Unit 4	**10**	Writing
8	Unit 5	**1**	Listen and Discuss
9	Unit 5	**4**	Conversation
10	Unit 5	**5**	Listening
11	Unit 5	**6**	Pronunciation
12	Unit 5	**8**	Reading
13	Unit 5	**10**	Writing
14	Unit 6	**1**	Listen and Discuss
15	Unit 6	**4**	Conversation
16	Unit 6	**5**	Listening
17	Unit 6	**6**	Pronunciation
18	Unit 6	**8**	Reading
19	Unit 6	**10**	Writing
20	EXPANSION Units 4–6	**2**	Reading

CD3

Track	Unit	Student Book Section	
2	Reconnect	**1**	Listen and Discuss
3	Reconnect	**3**	Conversation
4	Reconnect	**4**	Pronunciation
5	Reconnect	**5**	Listening
6	Unit 7	**1**	Listen and Discuss
7	Unit 7	**4**	Conversation
8	Unit 7	**5**	Listening
9	Unit 7	**6**	Pronunciation
10	Unit 7	**8**	Reading
11	Unit 7	**10**	Writing
12	Unit 8	**1**	Listen and Discuss
13	Unit 8	**4**	Conversation
14	Unit 8	**5**	Listening
15	Unit 8	**6**	Pronunciation
16	Unit 8	**8**	Reading
17	Unit 8	**10**	Writing
18	Unit 9	**1**	Listen and Discuss
19	Unit 9	**4**	Conversation
20	Unit 9	**5**	Listening
21	Unit 9	**6**	Pronunciation
22	Unit 9	**8**	Reading
23	Unit 9	**10**	Writing
24	EXPANSION Units 7–9	**2**	Reading

CD4

Track	Unit	Student Book Section	
2	Unit 10	**1**	Listen and Discuss
3	Unit 10	**4**	Conversation
4	Unit 10	**5**	Listening
5	Unit 10	**6**	Pronunciation
6	Unit 10	**8**	Reading
7	Unit 10	**10**	Writing
8	Unit 11	**1**	Listen and Discuss
9	Unit 11	**4**	Conversation
10	Unit 11	**5**	Listening
11	Unit 11	**6**	Pronunciation
12	Unit 11	**8**	Reading
13	Unit 11	**10**	Writing
14	Unit 12	**1**	Listen and Discuss
15	Unit 12	**4**	Conversation
16	Unit 12	**5**	Listening
17	Unit 12	**6**	Pronunciation
18	Unit 12	**8**	Reading
19	Unit 12	**10**	Writing
20	EXPANSION Units 10–12	**2**	Reading

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MEGA GOAL 2

WORKBOOK

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

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MegaGoal 2 Workbook

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1 Connected by Technology

Part 1

A Read the descriptions of different people. Write the best word or phrase to describe each.

adventurous	**laid back**	**spontaneous**
~~down-to-earth~~	**loner**	**straightforward**

Even though Brian is famous, he isn't unfriendly or arrogant. He loves spending time in nature. He always wears jeans or shorts and a T-shirt. He likes to eat healthy food from the garden. Brian is ___*down-to-earth*___**.**

1. Lee is the kind of person that will always tell you the truth. He doesn't like to play games or pretend. He never says things just to make someone feel good. He is honest and doesn't hide anything. You always know where you stand with him. Lee is ______________________.
2. Fahad likes to spend time by himself. After school, he usually goes home and works on his computer. He likes playing computer games and watching films. He has a few friends at school, but he is happiest when he's alone. Fahad is a ______________________.
3. Jason loves to try new things. Last year he went whitewater rafting in Chile. Two years ago, he climbed Mount Kilimanjaro in Tanzania. This year he's going to hike the Appalachian Trail in the United States. He isn't afraid of anything! Jason is ______________________.
4. Peter is not the kind of person who plans things out. He usually makes a decision and immediately acts on it. For example, last week, he really wanted to eat fish for dinner, so he got in his car and drove three hours to the beach to eat at his favorite seafood restaurant. After dinner, he got back in his car and drove home. Peter is ______________________.
5. Jake is a casual and relaxed person. He is usually late, but he doesn't worry about it. He is a flexible person and likes to just go with the flow. He's very easy to be around because he's always smiling and relaxed. Jake is ______________________.

B Match the parts of the sentences to make proverbs.

___*e*___ **The apple...**	**a.** is golden.
1. ______ Silence...	**b.** is the best medicine.
2. ______ Better late...	**c.** nothing gained.
3. ______ Laughter...	**d.** is the best policy.
4. ______ Honesty...	~~**e.**~~ doesn't fall far from the tree.
5. ______ Nothing ventured,...	**f.** than never.

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C Read the sentences. Tick (✓) the type of verb used. Look at the auxiliary verbs to help you.

	simple present or past	present or past perfect	present or past progressive	present or past passive
The Internet has changed the world.	☐	☑	☐	☐
1. I am sending you a text message right now!	☐	☐	☐	☐
2. Tom had already sent me an email.	☐	☐	☐	☐
3. Liana doesn't have an email account.	☐	☐	☐	☐
4. I was trying to call you last night.	☐	☐	☐	☐
5. Computers are used all over the world.	☐	☐	☐	☐
6. How long have you had your cell phone?	☐	☐	☐	☐
7. My laptop was stolen yesterday.	☐	☐	☐	☐
8. Does Sara use messaging apps?	☐	☐	☐	☐

D Unscramble the questions. Then match the questions and answers.

__d__ **get / Did / a smartphone / you / ?**

Did you get a smartphone?

1. ______ the Internet / Has / working / been / ?

____

2. ______ use / you / Do / a fax machine / ever / ?

____

3. ______ you / last night / texting / Were / me / ?

____

4. ______ closed / the / Was / account / ?

____

5. ______ using / Are / a / you / messaging app / ?

____

6. ______ changed / your password / you / Have / ?

____

a. No, I don't

b. Yes, it was.

c. Yes, I have.

~~**d.**~~ Yes, I did.

e. No, I wasn't.

f. No, I'm not.

g. No, it hasn't.

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E Complete the conversation with the correct forms of the auxiliary verbs ***do***, ***have,*** and ***be***.

Jasim: What ___did___ you do last night?

Ibrahim: I went to a restaurant with some friends. Why **(1)** (not) ________ you come?

Jasim: I **(2)** ________ signing up for an online job finding service.

Ibrahim: Wow! You were?

Jasim: Yeah. I **(3)** (not) ________ done it before, but yesterday, I decided to try it. I had to answer so many questions!

Ibrahim: What kinds of questions **(4)** ________ they ask you?

Jasim: Well, they asked things like: When **(5)** ________ you born? What **(6)** ________ you like to do? **(7)** ________ you ever had a job? **(8)** ________ you want to work in Saudi Arabia? Where **(9)** ________ you live? What **(10)** ________ you do? How much money **(11)** ________ you want to make? What kind of job **(12)** ________ you like?

Ibrahim: Well, I guess they **(13)** ________ trying to see if you are the best candidate for the job, so they need to know a lot about you. **(14)** ________ they make a profile page for you?

Jasim: Yes, they **(15)** ________. **(16)** ________ you want to see it?

Ibrahim: Yes, I **(17)** ________! **(18)** ________ you give them any pictures?

Jasim: No, I **(19)** (not) ________ yet! I (not) **(20)** ________ have any good ones.

Ibrahim: Why **(21)** (not) ________ you ask me? I have some!

Jasim: You do? Great! Maybe we can upload them now!

F Write a question for each answer. Use the correct auxiliary verb and tense.

Yes, she has. ___Has Dora left for school already?___

1. Yes, I do. ________
2. No, we haven't. ________
3. It works great! ________
4. It was invented a long time ago. ________
5. No, I hadn't. ________
6. Yes, it is. ________
7. I was sleeping. ________

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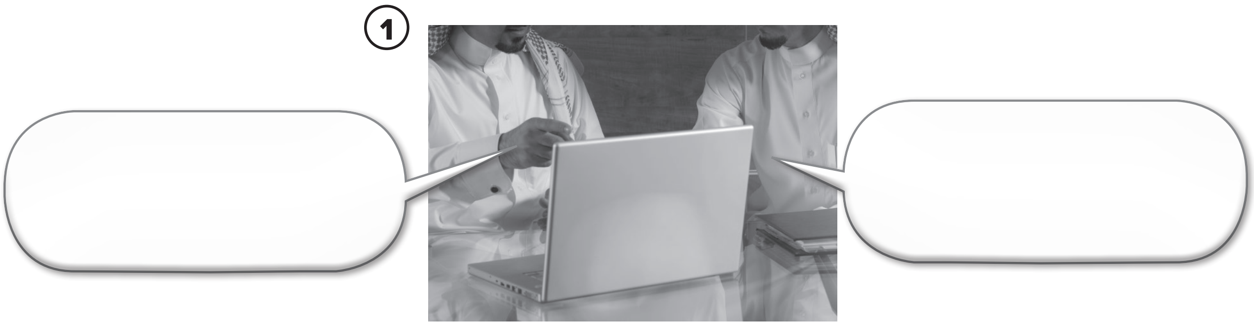
G Look at the pictures. Write what you think each person is saying. Use auxiliary verbs.

1



2

3

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H READING

Read the article and complete the chart below.

Messaging Apps

Messaging apps (MAs) are software programs that can be downloaded and installed on smartphones. Smartphones are not just cell phones, they are advanced devices that combine many useful features and functions. MAs enable fast and direct communication between two or more parties over the Internet. The use of MAs started in the early 2010s and has been increasing tremendously ever since. Like all other communication platforms, MAs have both advantages and disadvantages.

Probably the main benefit of communicating by messaging apps is that it seems most like a face-to-face or telephone conversation because it happens in real time. Discussions that could take days over email can happen in a matter of minutes through MAs. The use of MAs provides more opportunities for clarification of ideas, thus resulting in less miscommunication. Another benefit is that communication by MAs is more private than talking in person or over the phone when you are in a room with others. In fact, it's common for two people in the same room, office, or coffee shop to use MAs to communicate rather than just talk!

There are also disadvantages to using MAs. Some people feel it is an invasion of privacy. Although using MAs can be a beneficial way to keep in touch with friends, family, and co-workers, it can also be annoying to always have someone know when you are online. In order to get around this, most MAs will allow you to choose to be "invisible," or you can always sign out. Another disadvantage of MAs is that many programs allow you to communicate with strangers. While this can be both interesting and fun, it can also be dangerous. You should be careful about what information you share on the Internet. To stay safe, follow these basic rules:

- Be careful when creating a screen name. It should not include personal information. For example, use a nickname such as *travelguy* instead of *abhaahmad*.
- Never tell your real name, location, or telephone number.
- Do not put your screen name on public lists or directories. Also, do not give it to strangers.
- Never provide sensitive personal information such as your credit card numbers or passwords in a conversation via a MA.
- Only communicate with people who are on your contact or buddy lists.
- Never open pictures, download files, or click links in messages from people you don't know.
- If you use a public computer, do not choose to log on automatically. People who use that computer after you may be able to see and use your screen name to log on.

Advantages of MAs:	Disadvantages of MAs:	Ways to stay safe:
1.	1.	1.
2.	2.	2.

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I Rewrite the text messages using abbreviations. Remember to find the shortest way of representing the way they sound.

1. Where are you? Will you be over soon?

____

2. He is not going to meet us. He's busy.

____

3. Who's giving you all the information?

____

4. Of course, I'll do it for you. You've helped me so many times.

____

5. Check the store on the corner. It's cheaper.

____

J Write if you would call or text message in each situation and give a reason.

1. You're in a very busy store. You want to ask your friend if he/she likes a particular color.

____

2. You know your father is at the station waiting. You want to let him know that you will be arriving in about 20 minutes.

____

3. You are in the library looking for a science book, but you have forgotten which volume you need for class. You want to ask your classmate.

____

4. You had an unnecessary argument with your cousin. You feel responsible and want to apologize.

____

5. You know your brother is on his way home from work. You are at a halfway point and you want to catch him before he goes past it so he can give you a lift.

____

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K Look at the picture. Take notes on the main objects and actions that are happening. Then write sentences that tell what is happening and what may happen.

Main Objects	Main Actions

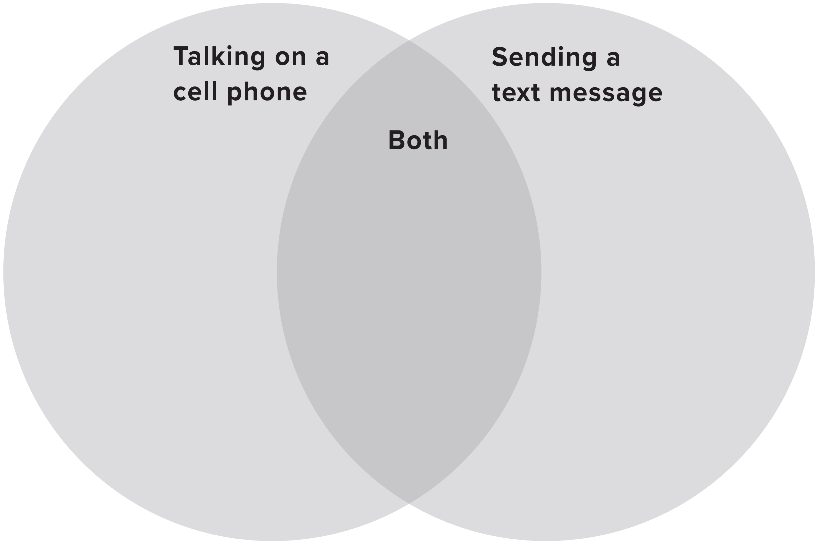
1. ______________________________

2. ______________________________

3. ______________________________

L WRITING

How are talking on a cell phone and sending a text message different? How are they the same? Before you write, fill in the diagram below.



Now use your diagram to write an essay that compares talking on a cell phone with sending a text message. Conclude your essay with your opinion about which you prefer and why.

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M Complete the chart. Fill in the adjective, the comparative adjective, or the superlative adjective.

Adjective	Comparative Adjective	Superlative Adjective
expensive		
	more/less difficult	
		the easiest
successful		
		the most/least useful
relaxing		
wealthy		
important		
	riskier	
economical		
		the worst
	better	

N Complete the sentences with comparative and superlative forms of the adjectives in parentheses. Use *the* before superlatives.

1. ________________ (old) known computer is the Antikythera Mechanism. It is one of ________________ (significant) finds from over 2000 years ago. It was a massive device for making mathematical calculations, which was made of bronze and wood. This was ________________ (heavy) than today's electronic calculators, so of course it was ________________ (difficult) to carry.
2. One of the ________________ (successful) novels of all time is *A Tale of Two Cities* by Charles Dickens. It sold over 200 million copies. That's an even ________________ (big) success than Jules Verne's *Journey to the Center of the Earth*. Dickens' childhood was not any ________________ (easy) than the lives of his characters, but he moved on to become one of ________________ (good) novelists of all time.
3. Many of ________________ (wealthy) people made their money in the computer industry. Bill Gates, who became famous for starting Microsoft, is ________________ (rich) than any king or queen in the world. He also seems to be one of ________________ (generous) people as the Bill & Melinda Gates Foundation has donated $30 billion to some of ________________ (poor) nations.

O Answer these questions. Give your opinion with some reasons. Use comparatives and superlatives.

1. What is the most useful gadget that you own?
   ____
2. How easy is it to keep up with the latest developments in technology?
   ____
3. What is the easiest way to learn a foreign language?
   ____
4. Which is the best means of communication: email, texting, letter writing, or face-to-face discussion?
   ____

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P Complete the second sentence so that it has the same meaning as the first.

1. Our car is serviced by a mechanic twice a year.
   We get ____ .
2. Someone needs to check the brakes on my bicycle.
   My bicycle brakes need ____________________________ .
3. The new company website needed to be designed.
   The company had ______________________________ .
4. This program needed to be downloaded before I could play the game.
   I got ____ .
5. Someone needed to install a new app on this smartphone.
   A new app needed _________________________________ .
6. You need to dispose of your used battery carefully.
   Your used car battery needs ___________________________.

Q Complete the phone conversation. Use the correct form of the verbs in parentheses.

Omar: InstantTec Service, how can I help you?

Tony: It's my new computer. I think it's **(1.)** __________ (break). It's still under warranty, but I think I'll have to **(2.)** __________ it __________ (get/replace).

Omar: What exactly is the problem?

Tony: Everything, actually. It won't switch on at all. The screen is completely blank. Maybe you've sold me a **(3.)** __________ (damage) computer.

Omar: Could you give me your user name, please? I can **(4.)** __________ your connection __________ (have/check) first. If it needs **(5.)** __________ (repair), we'll send a technician over to identify the problem.

Tony: OK. The user name's Genius89.

Omar: I'm checking it now. Hmmm... the line is OK, but your computer is not **(6.)** __________ (connect). Perhaps you need a new router.

Tony: No way! I **(7.)** __________ one __________ (have/install) by your technician a few weeks ago.

Omar: Are you sure that everything is **(8.)** __________ (plug) in?

Tony: Of course it is! Ermmm... let me just check. Oh, no! It was **(9.)** __________ (unplug). I know, I **(10.)** __________ the house __________ (have/clean) yesterday. The cleaner has left the **(11.)** __________ (disconnect) plug on the shelf. How embarrassing!

Omar: No problem, sir. It happens all the time. Anything else that needs **(12.)**__________ (fix)?

Tony: No, thanks. I've plugged it in now. That's all that needed **(13.)** __________ (do). Thanks for the help.

Omar: My pleasure, sir. We like to have **(14.)** __________ (satisfy) customers.

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2 Crime Doesn't Pay

A Complete the crossword puzzle.

Across

1. a thief

4. take control of a moving vehicle by force

5. leave someone or something

7. refuse; to say no

9. a small crime

10. ran away; escaped

Down

2. without permission

3. blame someone

6. take something away

8. a prisoner

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B Decide if each sentence is active or passive. Write ***A*** for *Active* or ***P*** for *Passive*.

__P__ **Jerry's bike was stolen last weekend.**

1. ______ She was upset.
2. ______ She called the police.
3. ______ The thief has been caught.
4. ______ The jurors were selected yesterday.
5. ______ The jurors are non-biased people.
6. ______ Only citizens are selected for jury duty.
7. ______ The case will be presented today.
8. ______ Jurors will not be permitted to talk with family members about the case.
9. ______ The trial was short.
10. ______ The suspect was found guilty.

C Unscramble the passive sentences.

robbed / Saturday / The MiniMart / was / on / .

The MiniMart was robbed on Saturday.

1. money / taken / A lot of / the cash register / was / from / .

____

2. videotape / The / caught / burglar / on / was / .

____

3. not / The / hurt / cashier / was / .

____

4. been / the police / The burglar / arrested / has / by / .

____

5. been / The store / reopened / has / .

____

6. be / by / alarm system / store owner / will / An / installed / the / .

____

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D Rewrite the active sentences as passive sentences.

1. Bob broke the window.
____
2. The police catch thieves.
____
3. Somebody has opened the door.
____
4. They stole the car.
____
5. Somebody kidnapped the child.
____
6. They are going to hijack the airplane tomorrow.
____
7. Somebody has murdered the captain.
____
8. The police detectives will solve the mystery.
____

E Combine the sentences to create one past perfect or past perfect progressive sentence. Use ***before***, ***when,*** and ***because***.

(1st) He didn't lock his door. (2nd) The burglars walked right in.
The burglars walked right in **because** *he hadn't locked his door*

1. (1st) Maha was sleeping. (2nd) She heard a knock on the door.
______________ when ______________.
2. (1st) I had a nice bicycle. (2nd) it was stolen.
Before ______________________________.
3. (1st) Everybody liked him. (2nd) The police arrested him for stealing.
______________________________.
4. (1st) Her cat was lost. (2nd) She was very sad.
______________________________.
5. (1st) He was eating dinner. (2nd) The police came to his door.
______________________________.

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F Describe what you think had happened or had been happening before the events described below. Use the past perfect or past perfect progressive.

1. When Faisal opened the door, he was surprised. There were clothes all over the floor. His bookshelves were empty and the books were in a big messy pile. There was paper everywhere. The living room was also a mess. There was broken glass on the floor and the TV was gone. He looked around and knew what had happened... ______________________________
2. Tara went to the market on Saturday. There were people everywhere shopping, eating, and selling stuff. She saw an old friend that was selling jewelry in a very crowded part of the market. She talked to her for a minute, and then went to buy vegetables. When she reached into her pocket, her wallet was gone. She knew what had happened... ______________________________
3. Erika made a sandwich and decided to eat it outside in her garden. She put it on the table and went inside to get some water. When she came back out, the sandwich was gone. There was just an empty plate, but nobody was around. So she went back inside and made another sandwich. She put it in the garden, but then needed a napkin from inside. When she came back out, the plate was empty again! She looked around, but there was no one. Then she saw two big birds up in a tree and she knew what had been happening... ______________________________

G Complete the newspaper article with the simple past, past perfect, or past perfect progressive.

The Missing Bag

TRENTON, New Jersey—Last Saturday, Mrs. Judy Bobson (call) ___called___ the police to report that her bag had been stolen. Earlier that morning, she **(1)** (go) __________ to the bank to take out money, and go shopping. Her grandson **(2)** (graduate) __________ from high school and she **(3)** (decide) __________ to buy him a new laptop for college. She **(4)** (check) __________ prices on the Internet and found out that a large electronic goods retailer **(5)** (offer) __________ a 30% discount on all computers. She **(6)** (ask) __________ her brother to drive her there but he could not leave work. So she **(7)** (put) __________ the money in her bag and **(8)** (leave) __________ home in a hurry. Someone, at the bank, **(9)** (tell) __________ her that a lot of people **(10)** (go) __________ to the store over the last three days to find bargains. She **(11)** (decide) __________ to take the bus but **(12)** (change) __________ her mind and took a taxi. When they **(13)** (get) __________to the store, she paid the fare with some bills that she **(14)** (put) __________ in her coat pocket, **(15)** (get out) __________and entered the store. A very nice sales assistant **(16)** (show) __________ her new laptops for some time, when she **(17)** (realize) __________that she **(18)** (not have) __________ her bag. She was sure someone **(19)** (steal) __________it while she was looking at laptops. She **(20)** (ask) __________ the store security to lock down the doors and search all the shoppers there. The shop manager **(21)** (try) __________ to calm her down and get her to think about where she might have left her bag, but she wouldn't listen. All of a sudden, a man walked in holding Mrs. Bobson's bag. She **(22)** (leave) __________ it in the taxi!

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H READING

Read the two stories. Then answer the questions.

America's Dumbest Criminals

Story 1

CALIFORNIA, USA—A man, who was in serious financial trouble after having been fired because of inadequate reading and writing skills, decided that robbing a bank would be the solution to all of his problems. He chose the Bank of America in downtown San Francisco as his target. He was walking into the branch when he realized he had not written his stick-up note. He decided to go through with it anyway and got a deposit slip from the bank and wrote his note: "This iz a stickup. Put all your muny in this bag."

While standing in line to give his note to the teller, he began to worry that someone had seen him write the note and might call the police. He decided to leave the Bank of America and try another bank. He crossed the street to the Wells Fargo bank. After waiting a few minutes in line, he handed his note to the Wells Fargo teller.

The teller read the note and, judging from the spelling errors, realized that the robber was not very bright. He told him that he could not accept his stick-up note since it had been written on a Bank of America deposit slip. He explained that he could only accept the note if it were written on a Wells Fargo slip and that he would either have to fill in one of their slips or go back to the Bank of America.

Looking somewhat confused, but taking the teller's word for it, the man decided to leave the bank. The Wells Fargo teller then called the police who arrested the man a few minutes later while he was waiting in line back at the Bank of America.

Story 2

COLORADO, USA—A man walked into a corner store in Colorado Springs with a gun and demanded all of the cash from the cash register. After the cashier had put the cash in a bag, the robber saw a pack of cigarettes that he wanted behind the counter on the shelf. He told the cashier to put it in the bag along with the cash. The cashier refused, saying that the man wasn't over twenty-one.

The robber insisted that he was in fact older than twenty-one, but the cashier stood his ground and refused to give it to him unless he showed official identification stating his age. The robber took his driver's license out of his wallet and gave it to the cashier. After a couple of minutes, the clerk agreed that the man was indeed over twenty-one and put the pack of cigarettes in the bag.

As the robber ran from the store, the cashier immediately called the police and gave the name and address he had seen on the license. The police arrested the robber two hours later while he was sitting in his living room smoking a cigarette.

	Story 1	Story 2
What did the robber do wrong?		
What would be a good name for the story?		
Do you feel sorry for these criminals? Why?		

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I Reorder the sentences to create the story of a silly burglary. Then answer the question.

☐ He was wearing a jacket that belonged to the man of the house, and his pockets were full of jewelry and candies that he had taken.

☐ Outside the house, a bag was found with more items that had been stolen from the house.

☐ When the police came they found the burglar asleep on the couch.

☐ When he was interviewed by the police, he claimed that he had bought the candies but eventually admitted to having taken them from the house.

☐ At the time the burglar had just been released from a two-year prison sentence for burglary.

☐ The owners of the house had locked all doors and windows before going to sleep the night before.

☐ But when they woke up early the next morning, they heard noises coming from the living room.

☐ Instead of checking the living room, they tiptoed into the kitchen and called the police.

☐ On his way to the patrol car, the burglar apologized to the owners for falling asleep on their couch.

☐ He explained that he had been playing basketball all day and had got very tired!

What would you have done if you had found a burglar asleep in your living room?

____

____

____

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J Look at the picture. Take notes on the people, things, and actions that are happening. Then write sentences that tell what is happening and why it is happening.

People	Things	Actions

1. ______________________________

2. ______________________________

3. ______________________________

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K WRITING

There is an old saying "Crime doesn't pay." This means that something always goes wrong and there can never be a completely successful crime. Do you agree or disagree? Why? Write your opinion below.

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L Complete the story. Use the past tense of the verbs in parentheses.

Robert and Ted **(1.)** ________________ (be) school friends when they **(2.)** ________________ (be) children. They **(3.)** ________________ (play) sports and **(4.)** ________________ (study) together. After high school, they **(5.)** ________________ (not go) to the same college. Ted **(6.)** ________________ (go) to Harvard in 2016. Then he **(7.)** ________________ (get) hired by a detective agency in Geneva and **(8.)** ________________ (emigrate). At first, he **(9.)** ________________ (not like) his job because it **(10.)** ________________ (involve) a lot of routine work. He also **(11.)** ________________ (miss) his family a lot. But after several years, he **(12.)** ________________ (not want) to move back home. Robert **(13.)** ________________ (stay) at home after college. He **(14.)** ________________ (not find) a job easily, so he **(15.)** ________________ (decide) to become a jewel thief. At first, he **(16.)** ________________ (be) quite successful. He **(17.)** ________________ (rob) small town stores and the police never **(18.)** ________________ (catch) him. Last year, he **(19.)** ________________ (start) to think big. He **(20.)** ________________ (want) to travel and see the world. Then six months ago, he **(21.)** ________________ (travel) to Switzerland to take part in a bank robbery. A week later, Ted **(22.)** ________________ (see) Robert running out of the bank. He **(23.)** ________________ (recognize) him, so he **(24.)** ________________ (not arrest) him. They **(25.)** ________________ (meet) up again last month and **(26.)** ________________ (open) their own detective agency together!

M Answer the questions about the story in exercise **L**.

1. What did Robert and Ted use to do when they were young?
   ____
2. Did Ted enjoy his job at first? (Why? / Why not?)
   ____
3. Why did Robert become a thief?
   ____
4. Did Ted want to arrest Robert? (Why? / Why not?)
   ____

N Answer the questions with true statements about yourself.

1. What games would you play when you were young?
   ____
2. Who did you use to play with?
   ____
3. Did you use to live in a different place? Where?
   ____

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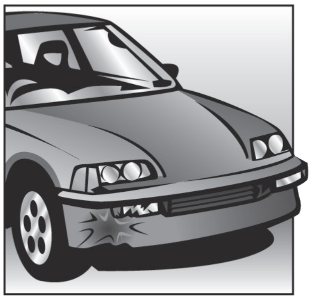
O Complete the sentences with the past progressive or simple past of the verbs in parentheses.



1. Where ___________ (you / sit) when you ___________ (hear) the noise.
2. My wife and I ___________ (watch) the news on TV while the burglar ___________ (break) into our home.
3. When Mr. Jameson ___________ (live) next door to us, he ___________ (always / block) our driveway with his SUV.
4. The engine ___________ (run) while getaway vehicle ___________ (wait) outside the jewelry store.
5. The bank cashier immediately ___________ (activate) the alarm when the masked men ___________ (enter) the bank.
6. The robbers ___________ (wear) ski masks when we ___________ (see) them.
7. I ___________ (know) something wrong because he ___________ (act) suspiciously.
8. While the felon ___________ (serve) his prison sentence, ___________ (study) a university course.
9. When the police ___________ (stop) the suspect's car, the stolen cash ___________ (lie) in the trunk.
10. My brother ___________ (always / take) my toys when we ___________ (be) kids.

P Match the questions and complete the answers. Use the past progressive.

1. Have you always worked here? ___
2. What were you doing in China? ___
3. Were you staying at a hotel? ___
4. Why did you move there? ___
5. Did you have any problems? ___

a. I ______________ (teach) English.
b. They ____________ (offer) a really good salary.
c. No. I ______________ (live) with a local family.
d. Nothing serious, except that it ____________ (always / rain).
e. No. A few years ago, I ____________ (work) in China.

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3 Far and Away

A Write the missing letters.

c __o__ z __y__

1. r ___ l a ___ i v ___ ___ y
2. ___ n ___ ___ u e
3. a l ___ e ___ n ___ t i v ___
4. e ___ o ___ y ___ t e m
5. ___ u r ___ a c e
6. ___ i d e s ___ r e a ___
7. c a ___ s u l ___
8. c ___ ___ m e ___ c i a l
9. ___ n d i ___ t u r ___ e d

B Write the words from exercise **A** next to the definitions below.

__commercial__: **something that will be used for business purposes; not personal**

1. ____________________: mostly; more or less
2. ____________________: one of a kind; unusual
3. ____________________: another option or choice
4. ____________________: warm and comforting
5. ____________________: covering a large area
6. ____________________: the outside or top of something
7. ____________________: plants and animals that work together in nature
8. ____________________: in its natural state; not bothered or touched
9. ____________________: a kind of container

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C Unscramble the sentences.

got / a car accident / He / into / nearly / .
He nearly got into a car accident.

1. barely / anything / You've / eaten / !
____
2. the / Is / enough / bright / light / ?
____
3. name / his / know / scarcely / I / .
____
4. very / goes / He / to / frequently / Asia / .
____
5. cooked / The / perfectly / are / not / potatoes / quite / .
____
6. disagree / completely / I / .
____
7. extremely / That / dangerous / is / road / .
____
8. planning / vacation / They've / finished / almost / their / .
____

D Circle the correct adverb of degree in each sentence.

1. There aren't (enough / scarcely) rooms for us at this hotel. Some people can stay here, but other people will have to go to another hotel.
2. It is (nearly / extremely) cold in the winter in Finland. People need to wear a lot of clothes to stay warm.
3. I am (almost / completely) out of money. I only have 10 riyals left.
4. It's (hardly / too) late to go to the museum now. I'm going back to the hotel.
5. The flight was (rather / barely) bumpy. I feel sick now.
6. There were (just / quite) enough seats on the bus for all of us. Every seat was taken after we got on.

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E Write sentences using the adverbs of degree.

nearly: *We are nearly at the hotel. It's only a few more minutes away.*

1. so: ______________________
2. very: ______________________
3. absolutely: ______________________
4. enough: ______________________
5. barely: ______________________
6. completely: ______________________

F Rewrite each sentence to include the sentence adverbs.

I don't know what you're talking about. (honestly)
Honestly, I don't know what you're talking about.

1. She is sleeping right now. (probably)
____
2. They didn't like the hotel. (admittedly)
____
3. We missed the beginning. (actually)
____
4. They have tried to call by now. (undoubtedly)
____
5. Bob is avoiding me. (evidently)
____
6. You'll be staying with us. (naturally)
____

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G Match the sentence adverbs with their meanings.

1. _____ clearly
2. _____ undoubtedly
3. _____ presumably
4. _____ probably
5. _____ unfortunately
6. _____ actually
7. _____ officially
8. _____ frankly

a. most likely; maybe
b. formally
c. for sure; without a question; certainly
d. truthfully
e. in reality; in fact
f. obviously
g. it would seem; I imagine
h. unluckily

H Read about youth hostels. Then write a paragraph about them, using adverbs of degree and sentence adverbs.

Youth Hostels

- Youth hostels are located all over the world.
- They are popular with young people, but you do not have to be young to stay at one.
- They often have very rustic accommodations, like cabins.
- People staying there often have meals with people they don't know.
- The bathroom is often shared and located in the hallway.
- The prices are usually cheap.

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I READING

Read and answer the questions.

The Maho Bay Camps
St. John, U.S. Virgin Islands

The Maho Bay Camps in St. John in the U.S. Virgin Islands is one of the oldest and most acclaimed green hotels in the world. The first of the eco-tents were built in 1976 using hand construction methods that left the local ecosystem undisturbed. Each of the 18 original tents was constructed on raised platforms that are connected by elevated walkways. Today there are 114 units at the Maho Bay Camps, but because of these construction methods, the sand and coral remains mostly intact.

In addition to the elevated construction, there are other eco-friendly design features. For example, the camps use rain collection and passive solar architecture. Also, the bathrooms have low-flush toilets and pull-chain showers, so that people use less water. Additionally, the run-off water is connected to a recycling system that is designed to water the plants in the area. Due to the popularity of the Maho Bay Camps, the owner has recently built another facility on the other side of the island. These tents have the latest in sustainable design, including solar energy. They also have more impressive views of the ocean.

Admittedly, staying at the camps feels more like a rustic summer camp than a beach resort, but that is much of its charm. The "tents" are actually wooden cottages with fabric tops. They each have separate sleeping areas and open-air balconies. Some of them have views of the ocean, but unfortunately, most of them don't because of the lush foliage and trees. However, the trees provide a lot of privacy, so they have benefits too. The wooden walkways that connect the tents have so many steps that they recommend that you only stay there if you are physically able to get around. There are shared public bathrooms and guests need to use the walkways to get to them. Every tent has electricity and fans.

Although the camps are rustic, the cost is still expensive because, unfortunately, ecotourism costs more to sustain than a typical resort. Guests will find that they are paying similar prices to typical resorts, but they can rest assured that they are able to enjoy the beauty of nature and outdoors without simultaneously damaging it.

1. Why don't the tents disturb the local ecosystem? ______________________________

____

2. What are two of the eco-friendly design features mentioned? ______________________

____

3. Why shouldn't people stay there if they aren't physically fit? ______________________

____

4. Why is it expensive to stay at the Maho Bay Camps? ___________________________

____

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J Read the messages and decide what kind of vacation or trip each writer is on. Underline words and phrases that helped you answer.

camping vacation	**ecotourism**	**luxury vacation**
business trip	**sailing vacation**	

Reply | Reply to all | Forward | Delete | Print

To: friend@megagoal.com
Subject: our trip

Hi, all's well here. We're at the edge of a forest and about a 20-minute walk away from a beautiful beach. We didn't have to pitch our tents because there are simple, but comfortable bungalows on the grounds. The only problem is it gets very crowded on weekends because hundreds of people drive over for a swim. That's not all. A lot of them bring their jet skis and start whizzing around in the water. I hate that!

Apart from that, it's good fun. The evenings are really great with a campfire, storytelling, and games. Hope you can come along next year. How are you doing?

Best,

Sam

Reply | Reply to all | Forward | Delete

To: friend@megagoal.com
Subject: greetings

Dear all,

The view is spectacular and the wildlife is unbelievable. We're in town for supplies. It's strange to be cut off; no email, no cell phones, but it's good to forget everything and enjoy nature. I'll drop you a line when we come to town next.

Take care,

Derek

Reply | Reply to all | Forward | Delete

To: friend@megagoal.com
Subject: the hotel

Dear Saeed,

I hope all is well your end.

The hotel is fabulous, with five restaurants, a spa, stores; it's like a designer village. My room is on the 23rd floor with a breathtaking view of the bay. It's almost too good to be true, and everyone is very polite and professional.

The conference starts tomorrow and our group is getting ready. In fact, I have to meet them in the lobby in about ten minutes.

Wish you were here. Talk to you later.

Adel

Where would you choose to be? Why?

____

____

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K Look at the picture. Take notes on the things you can see and what is happening. Then write sentences that describe the causes and effects of changes in nature.

Nouns	Adjectives	Verbs

1. ______________________________

2. ______________________________

3. ______________________________

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L WRITING

Even though ecotourism can be rustic and rough, it often costs the same or more than a luxury hotel. Do you think ecotourism is worth it? Why or why not?

1. Before you write, fill in the chart with your ideas about the PROs (advantages) and CONs (disadvantages) of ecotourism.

PROs of Ecotourism	CONs of Ecotourism

2. Now write why you think it is or isn't worth it. Use your ideas from the chart to help you.

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M Complete the story. Use ***be going to*** with the verbs in parentheses.

Adnan and Hussain **(1.)** ________________ (visit) London for two days. When they arrive at Heathrow airport, they **(2.)** ________________ (take) the London Underground train to the center of town. They're going to **(3.)** ________________ (get) off at Green Park Station. Adnan's uncle **(4.)** ________________ (pick) them up at the station. After they have dinner at his house, his sons **(5.)** ________________ (invite) some friends over to meet them. The next day, Adnan and Hussain **(6.)** ________________ (go) on a tour of the city on a double-decker bus. The bus tour **(7.)** ________________ (stop) at Big Ben and Buckingham Palace, and includes a short cruise on the Thames River. On their last day, they **(8.)** ________________ (cross) the Millennium Bridge and visit the Tate Modern. In the evening, they **(9.)** ________________ (say) goodbye to their cousins the hotel and take the Underground back to the airport. Adnan says, "I **(10.)** ________________ (have) a short, but eventful trip."

N Complete the questions. Use the question words in the box. Then write the answers from the story in exercise M. Use the short forms of ***be going to***.

When	Who	Where	Which	What	How	How long

1. ________________ are the boys going to go?
____

2. ________________ are they going to stay there?
____

3. ________________ are they going to travel to the center?
____

4. ________________ is going to meet them at the station?
____

5. ________________ are they going to do on the day after they arrive in London?
____

6. ________________ famous buildings is the bus going to stop at?
____

7. ________________ are they going to take the plane home?
____

O Rearrange the words to make sentences.

1. the/ for / city / is / buildings / its / historic / famous
____

2. hot / and / climate / summer / the / the / is humid / in
____

3. cooler / temperatures / much / are / winter.
____

4. is / the / Athens / city / of / capital / Greece.
____

5. and / oranges the / producing / citrus / plains / are / fruits / fertile / renowned / like /for lemons
____

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P Write questions for the following answers. Use the underlined words in each question.

1. I don't know what I'm doing this weekend.

____

2. No, I'm going to take the car tonight.

____

3. He'll probably go to Dubai next vacation.

____

4. Their friends are arriving from Tabuk tomorrow.

____

5. She's meeting her sisters at the airport in an hour.

____

Q Complete the conversation. Use the information in the chart. Use ***going to*** for definite plans and ***will*** for indefinite plans.

Samir's Weekend Plans

Thursday	Friday	Saturday
Maybe go to the Ha'il Museum 4:00 p.m.–6:00 p.m.	Definitely go to the Friday Market 10:00 a.m.–10:00 p.m.	Maybe watch the Ha'il Rally 10:30 a.m.–4:00 p.m.
Definitely go to the Champions League football game 8:00 p.m.	Definitely watch the camel races 7:00 p.m.	Probably go to the barbecue at Badr's house 5:00 p.m.–8:00 p.m.

Ali: Hi, Samir. What are you doing this weekend?

Samir: I'm making plans for the weekend. Maybe I **(1.)** ____________ (go) to the exhibition at the Ha'il Museum on Thursday afternoon.

Ali: That's going to be interesting! Are you going to stay all afternoon?

Samir: No. I **(2.)** ____________ (probably / stay) for an hour or two. Do you want to go?

Ali: Sure! And I **(3.)** ____________ (definitely / go) to the Champions League football game at eight.

Samir: Me, too. Let's get there at seven.

Ali: Fine. I guess we **(4.)** ____________ (probably / be) the first people there.

Samir: That's OK. We **(5.)** ____________ (find) great seats for sure! Are you going to go to the Friday Market?

Ali: I **(6.)** ____________ (not spend) the whole day there. I think it **(7.)** ____________ (not be) much fun. What about Saturday?

Samir: I (**8.)** ____________ (watch) the Ha'il Rally early in the morning, and I **(9.)** ____________ (probably / stay) till three. Are you going to it?

Ali: You bet! Then what are you going to do?

Samir: I **(10.)** ____________ (go) to Badr's house for the barbecue on Saturday evening. Why don't you come with me?

Ali: Thanks for the invite! Maybe I **(11.)** ____________ (join) you. Perhaps I **(12.)** ____________ (call) Badr to check it's OK with him first.

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EXPANSION Units 1–3

A Match the words and their definitions.

1. _____ Hold on.	**a.** wonderful
2. _____ I get it.	**b.** That's unfortunate.
3. _____ Does that make sense?	**c.** without permission
4. _____ extraordinary	**d.** barely
5. _____ paramedics	**e.** I understand.
6. _____ unauthorized	**f.** to leave someone or something
7. _____ to abandon	**g.** Wait.
8. _____ nabbed	**h.** bad quality; undesirable
9. _____ Are you kidding?	**i.** Do you understand?
10. _____ That's a drag.	**j.** emergency medical aids
11. _____ scarcely	**k.** Really?
12. _____ crummy	**l.** stolen

B Circle the word that doesn't belong.

	a. cyber	**b. in person**	**c. online**	**d. virtual**
1.	**a.** kidnapping	**b.** mugging	**c.** insured	**d.** murder
2.	**a.** cell phone	**b.** Internet	**c.** pen	**d.** fax machine
3.	**a.** theft	**b.** robbery	**c.** pickpocketing	**d.** misdemeanor
4.	**a.** hijack	**b.** inmate	**c.** suspect	**d.** robber
5.	**a.** pavement	**b.** lush	**c.** pristine	**d.** remote
6.	**a.** undisturbed	**b.** conservation	**c.** deforestation	**d.** preserve
7.	**a.** obviously	**b.** officially	**c.** naturally	**d.** clearly
8.	**a.** completely	**b.** barely	**c.** scarcely	**d.** hardly

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EXPANSION Units 1–3

C Complete the sentences with the auxiliary verbs below. Use one verb twice.

am	**did**	**does**	**has**	**was**
are	**~~do~~**	**have**	**is**	**were**

Do **you have any idea how expensive that is?**

1. When ______________ the last time you saw him?
2. He (negative) _____________ say where he ______________ going last night.
3. That place ____________ considered the most expensive restaurant at the moment.
4. ____________ they ready when you arrived?
5. Prices __________________ getting more and more expensive every day.
6. The student _____________ been memorizing verses from the Holy Qur'an for a whole month.
7. Crime (negative) ____________ pay.
8. Next week I ________________ supposed to be there by nine every morning.
9. Teachers ______________ always earned good salaries in that school.

D Change the sentences from active to passive.

People use cell phones all over the world.
Cell phones are used all over the world.

1. People have sent a lot of information by email.
____
2. People are going to use the Internet in more and more remote areas.
____
3. Someone sent me a text message today.
____
4. Somebody invented the Internet in the 1960s.
____
5. The government purchases computers for schools.
____
6. Nathan Stubblefield invented the mobile phone in 1908.
____
7. The Japanese telephone company launched the first cellular network.
____

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EXPANSION Units 1–3

E Circle the correct verb forms.

1. The boy (played / was playing) football when I (had seen / saw) him yesterday.
2. Mrs. Parker (had left / was leaving) before I (arrived / was arriving), so I didn't see her.
3. I had been (waiting / waited) for two hours when my friend finally arrived.
4. The police (arrested / were arresting) the thief when he (was running / had run) out the door.
5. The Carters (had lived / were living) for two years in Memphis before they (moved / had moved) to Los Angeles.
6. Ibrahim (had never been / never was) to Greece before he (turned / was turning) 18 years old.
7. Helen Keller (was / has been) deaf and blind when she (got / had gotten) her university degree.
8. His face (was / was being) so red because he (had been running / had run).

F Rewrite each sentence to include the adverbs.

I got robbed last week. (unfortunately)
Unfortunately, I got robbed last week.

1. I had left the house for 10 minutes. (just)
2. The robber saw me leave. (probably)
3. I didn't even lock the door. (admittedly)
4. He must have been fast. (extremely)
5. When I got back home, all of my electronics were gone. (completely)
6. I was upset. (so)
7. I called the police right away. (naturally)
8. They were nice. (very)
9. There have been a lot of robberies lately. (apparently)
10. They think they will find him. (actually)
11. I hope they do. (obviously)

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EXPANSION Units 1–3

G You are planning a trip to Malaysia. Read the list of activities and mark them as interesting or not interesting. Write a sentence after each activity to explain why you would or wouldn't like to participate.

Mountain Climbing

Climbing up mountains is a wonderful way to discover the biodiversity and uniqueness of the landscape. There are easier walks and more challenging peaks.

___

Rock Climbing

Rock climbing as a sport is relatively new in Malaysia, so there are many potential climbing venues to be explored.

___

Jungle Trekking

Jungle trekking can take a few hours or days if you choose to camp. Among the best periods to go trekking is in the 'dry season' from March to September when the rainfall is less.

___

Bird Watching

Malaysia's diverse ecosystem supports hundreds of resident bird species. All in all, with a total of about 1,200 species, Malaysia is considered a bird watching haven.

___

Cave Exploration

Caving has a lot of fans in Malaysia. There are numerous limestone caves that are home to amazing wildlife such as fruit bats, birds with edible nests, or attractive stalagmites and stalactites.

___

River Cruising

A river cruise is an escape to another world. You can sail quietly under overhanging trees, hear the call of birds, and observe at leisure life below the surface.

___

Four Wheel Drive Expeditions

With over half the country still under jungle cover, Malaysia's natural landscape challenges man and machine in a test of skill and endurance. A quiet stop to view the wildlife and the waterfalls makes it all worthwhile.

___

Game Fishing

Malaysia is a prime tropical paradise and a top game fishing destination. It has an abundance of marine and inland angling locations.

___

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EXPANSION Units 1–3

H Look at the picture. Take notes on the things and people (nouns) you can see and what is happening (actions). Then write questions that you can ask the people in the picture.

Nouns	Actions

1. ______________________________

2. ______________________________

3. ______________________________

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I WRITING

A friend who lives in another city sends you this email:

Reply | Reply to all | Forward | Delete | Print

To: friend@megagoal.com
Subject: visiting soon

Hi!
I am going to visit your city soon. I have not been there in a long time and I need your advice. Where is a good place to stay? Why? What are the best things to do and see? Why? What should I be careful about in your city? Why?
Thanks for your help!

1. Before you write a response to this email, complete the chart with your ideas.

Places to stay	Things to see and do	Things to be careful about

2. Now use your ideas from the chart to write an email to your friend. Be sure to answer all of the questions.

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4 TV Around the World

A Unscramble the words.

zuzlignp ___*puzzling*___

1. atborcsad ____________________
2. stantnocest ____________________
3. rvseino ____________________
4. porossupre ____________________
5. darwa ____________________
6. lopt ____________________

B Write the words from exercise **A** above their synonyms.

puzzling
This is a confusing mystery!

1. They will air the TV show tomorrow night at 8:00.
2. The story is about aliens that come to Earth.
3. There are only two competitors left!
4. I like the graphics variation of that computer game.
5. The winner gets a cash prize.
6. There are many wealthy people who work in the television industry.

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C Underline the direct and indirect objects in the sentences. Write ***D.O.*** for the direct object and ***I.O.*** for the indirect object.

D.O. I.O.
Camilla gave the laptop to Sarah.

1. She told me a secret.
2. He wrote the poem for his wife.
3. Badr cooked us dinner.
4. I sent the producer a letter.
5. Will you make me some coffee?
6. They will give the prize to the best athlete.
7. Tom played the show for them.
8. Marisa bought me a present.
9. The judges give the winner ⃁ 100,000.
10. Would you show me the email?

D Rewrite the sentences another way. Change the order of the direct and indirect objects in each sentence. If it's not possible to change the order, write ***Not possible***.

The actor read the lines for the director.
The actor read the director the lines.

His Dad bought it for him.
Not possible

1. They bought her a new laptop.
____
2. Could you give me the remote control?
____
3. Terry opened it for me.
____
4. He lent his car to a friend.
____
5. Faisal gave pictures to his fans.
____
6. Will you fix it for me?
____
7. Sarah translated the show for us.
____
8. The host gave the guest star a cup of coffee.
____

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E Complete the conversation with ***for*** or ***to***. They are game show contestants and they are trying to create an advertising poster to promote their product.

Carson: Fahd? Is that you?

Fahd: Yes, it's me. I don't have the address of the stationery store. Can you give it ___to___ me.

Carson: You mean you haven't bought the paper and paints that we need? You can't just expect me (**1**) ______ make this poster on my own without any materials!

Fahd: Carson, you promised not (**2**) ______ speak to me...

Carson: I promised what?

Fahd: ...that you wouldn't lose your cool. That you wouldn't speak (**3**) ______ me like this again.

Carson: OK Fahd, I'm sorry. But I'm really stressed. I have to make the best poster possible (**4**) ______ all of us; our whole team. That's quite a responsibility!

Fahd: I know, and I want to help you that's why I offered (**5**) ______ go and find the stuff (**6**) ______ you. No one else offered. I know it's not fair. It should concern all of us but...

Carson: OK. The store is on the corner of Poplar and 25th Street. You can't miss it. It has a huge sign that says "Best Art Supplies."

Fahd: Right! I see it now. Have to go. I'll have news (**7**) ______ you shortly.

Carson: Great! Thanks, and I'm sorry I spoke (**8**) ______ you the way I did.

Fahd: Oh, forget it. I'll get some food (**9**) ______ us on the way back. And I'll ask them to deliver the supplies (**10**) ______ our studio immediately. See you later.

F Correct the error in each sentence.

for us
Elena prepared ~~us~~ dinner ~~for~~.

1. He sold me it.
2. Hanan opened him the box.
3. My parents bought a computer to me.
4. Can you cash me the check?
5. John turned on for his dad the TV.
6. They gave the part for him.
7. Will you tell to me a story?
8. Arshad passed me it.

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G Look at the scenes from different TV shows. Write three sentences about each one. Use a direct object and an indirect object in each sentence.

1. a. ______________________________

b. ______________________________

c. ______________________________

2. a. ______________________________

b. ______________________________

c. ______________________________

3. a. ______________________________

b. ______________________________

c. ______________________________

H Complete the conversation with the words from the box.

all	**bug**	**c'mon**	**couch potato**	**get a kick out of**	**Nah**

Sue: What are you doing tomorrow at 2:00 p.m.?

Kathy: I'll be in the library.

Sue: Forget the library. Come check out the final episode of *Our World* with me.

Kathy: A game show? Are you serious? They **(1)** ______________ me! I don't like them at all!

Sue: Oh, **(2)** ______________! They're great! I **(3)** ______________ them!

Kathy: You're such a **(4)** ______________ !

Sue: No, I'm not! I do other things! You don't have to be **(5)** ______________ mean!

Kathy: I'm sorry.

Sue: So what do you say? Want to watch it?

Kathy: **(6)** ______________. I have a lot of studying to do anyway.

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I READING

What do you think of TV game shows? Read the people's opinions and complete the chart.

Ahmed Othman Psychologist 50 years old

I believe that game shows are bad for contestants. They are put in stressful situations and forced to be different on stage from what they really are. Many of them are in the process of making life decisions about jobs, careers, or marriage and participate in order to secure their finances; in other words, to win the prize. But they are forced to do their best on camera and in a certain time frame. Of course, it's tempting because of the fame and money that they will get if they win. But just because some of these shows are popular doesn't make them a good thing. People don't know what's best for them and can't recognize danger when there is fame and fortune involved. I prefer to watch good films, documentaries, panel discussions, interviews, and so on. TV can have so many benefits for the brain when it's interesting and entertaining.

Hameed Mutaweh Electronic Game Designer 25 years old

As a game designer, I am against TV games in principle because they sometimes influence people's taste and have a negative impact on our work. So much air time is used for game shows, and then more to interview contestants and afterwards some more to interview winners and losers, etc. It is as if we had all run out of other subject matter. What about the news? What about the world, the environment, scientific research, different countries and cultures, art? There is so much more we could be watching and learning about. Instead, we waste time watching individuals or groups competing against one another, often in an unpleasant manner, in order to win. I think game shows bring out the worst in people and are a waste of air time and brain time. My favorite thing to watch on TV is a good mystery show. I enjoy the special effects, the plots, and the suspense. Then again, those are some of the reasons that I have become a game designer I guess.

Dave Williams Computer programmer 30 years old

Personally, I think game shows are stupid. I like to be informed when I'm watching TV, and game shows are not informative at all. I find them boring and predictable. You can tell very quickly who the winners and who the losers will be. They're supposed to promote real skills and positive competition but they don't. All contestants are there to win for themselves at any cost. It's simply not realistic to expect them to work effectively in teams. Also, they know they are on camera when they discuss problems and search for options, so they don't behave naturally. They want to make a good impression. I'm not sure they compete on equal grounds either. Who says the whole thing is not arranged early on? Anyway, my favorite thing to watch on TV is the news. That's all!

	Ahmed	Hameed	Dave
Does the person like TV game shows?			
Why or why not?			
What does the person like to watch?			

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J Complete the questionnaire and check your score.

	Would you make a good game show contestant?	Definitely 10 points	Yes 7 points	Not at all 3 points	Your score
1.	Do you enjoy speaking in public?				
2.	Can you work with people you don't know well?				
3.	Can you control your feelings?				
4.	Are you set on winning?				
5.	Are you a good loser?				
6.	Can you take criticism?				
7.	Can you follow instructions?				
8.	Do you get nervous in front of a camera or video?				
9.	Do you have a problem with strong lights?				
10.	Are you competitive?				
	TOTAL SCORE				

Score:

83 – 100 You would make an ideal contestant!

64 – 82 You would make a reasonably good contestant!

30 – 63 Maybe not!

Write a few sentences describing some of the main characteristics of the ideal game show contestant.

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K Look at the picture. Take notes on what you can see (nouns) and what is happening (actions). Imagine where and when this meeting is taking place. Then write sentences about it.

Nouns	Actions	Place	Time

1. ______________________________

2. ______________________________

3. ______________________________

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L WRITING

There are many types of game shows. For example, there are shows for cooking, traveling the world, finding a job, surviving in a remote area, and living with a group of friends—just to name a few! Which type of game TV show would YOU want to be on? Why? Why would you be good on that show?

1. First, write notes in the chart.

What is the name of the show?	
Who are the contestants?	
What will they win?	
What do they do to win it?	
How are they eliminated?	
What makes it interesting?	
Why would you be good on the show?	

2. Now use the information in the chart to help you write an essay. Include an explanation of the show (who the contestants are, what they will win, what they do to win, and how they are eliminated). Then say why you think you'd be a good contestant on this show.

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M Write the definite article ***the*** where necessary.

1. You can see _____ moon and _____ stars when _____ sun goes down at _____ night.
2. _____ travel program featured _____ areas of _____ Africa around _____ Nile, which is _____ longest river in _____ world.
3. _____ Great Pyramid of _____ Giza is one of _____ Seven Wonders of _____ Ancient World.
4. _____ Kufic script was used by _____ calligraphers to write _____ first copies of _____ Holy Qur'an.
5. They went on _____ vacation to _____ island of _____ Mauritius in _____ Indian Ocean _____ last month.

N Write the article ***a***, ***an***, or ***the*** where necessary. Sometimes more than one answer may be possible.

1. We watched _____ documentary on _____ TV about _____ coral reefs in _____ Red Sea, which are _____ popular destination for _____ scuba divers.
2. We usually watch _____ football on _____ TV on _____ Saturday afternoon. In _____ evening, we go out for _____ dinner at _____ our favorite restaurant by _____ sea.

3. What makes _____ Riyadh _____ global city and one of _____ best places to work in _____ Saudi Arabia? Is it _____ fast pace of _____ life?
4. ____ Amsterdam is full of _____ canals and _____ great number of _____ population cycle around _____ town, through _____ parks, and along _____ narrow streets.
5. ____ bullet train can travel at _____ speed of 300 km _____ hour. It isn't as fast as _____ airplane, but _____ trip on _____ express train can take _____ shorter time.

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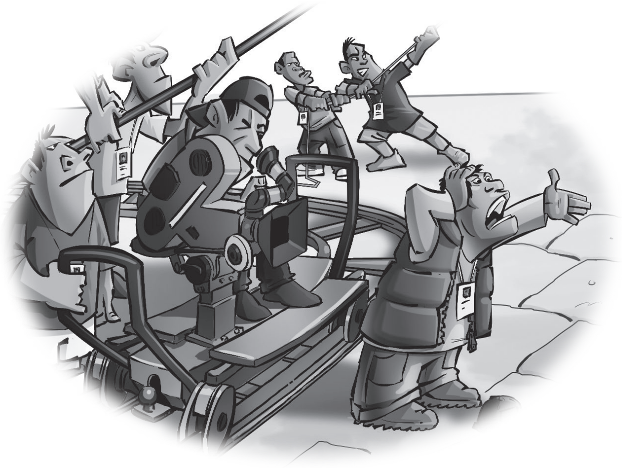
O Complete the sentences with ***who***, ***that***, or ***which***. More than one answer is possible for each sentence.

A documentary is a film *that/which* depicts factual events.

The person *who/that* used to read the news is over there.



1. The Ha'il Rally is a car race _______ attracts many spectators.
2. The talk show host presents the show _______ is broadcast in the afternoon.
3. The series _______ we watched may have been a remake.
4. A camera operator is a person _______ requires a steady hand.
5. A satellite dish is a tool _______ we use to transmit signals.
6. A sound engineer is a person _______ mixes the sounds in a film.
7. The contestant _______ won the quiz show prize is a millionaire now.

P Complete the sentences by writing all of the possible relative pronouns that could be used: ***who***, ***whom***, ***that***, ***which***, or **Ø** (for no relative pronoun). Then tick (✓) the box to show whether the relative pronoun is acting as a subject or an object.

	Subject	Object
The man *who/whom/that/Ø* I sat next to on the airplane was very nice.	☐	☑
1. Arabic is a language _______ requires a lot of practice.	☐	☐
2. English is the language _______ we are studying right now.	☐	☐
3. The actor _______ has won the award is over there.	☐	☐
4. Photo-journalism is a profession _______ can involve an element of risk.	☐	☐
5. My grandfather is the person _______ I admire most.	☐	☐
6. The popcorn _______ I ate made me thirsty.	☐	☐
7. A stuntman is a person_______ replaces the main actor in dangerous scenes.	☐	☐
8. The director _______ we met on the film set yesterday was funny.	☐	☐

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5 Working 9 to 5

A Match the job titles with the job descriptions.

1. _______ zoologist
2. _______ race car driver
3. _______ screen writer
4. _______ social worker
5. _______ surgeon
6. _______ veterinarian

a. This is a special kind of doctor that operates on sick or injured people.
b. This person writes the plots and scripts for TV and films.
c. This person is involved in the study and care of animals.
d. This is a doctor for animals.
e. This person drives fast cars in contests.
f. This is someone who helps people in need, such as the poor or disabled.

B Read the conversation between a college student and a career advisor. Write the missing words from the box.

appreciated	**entail**	**income**	**satisfaction**
cooperate	**entire**	**respectful**	**status**

Mr. Canon: So, Khaled, what kind of job are you interested in getting after college?

Khaled: Actually, I'm not sure. That's why I'm here. I know I want to have a lot of job **(1)** ________________.

Mr. Canon: Yes, well, it is important to like your job. What kind of **(2)** ________________ do you hope to earn?

Khaled: Well, I mostly just want to be sure that I have enough money to live on. What's more important to me is that I feel **(3)** ________________. I need to know that people are grateful for what I do.

Mr. Canon: I see. And what about working with others? Do any of your classes **(4)** ________________ groupwork?

Khaled: Oh, yes, a lot of them do. In fact, my **(5)** ______________________ senior seminar grade is based on a group project.

Mr. Canon: Wow—the whole thing?

Khaled: Yeah, but I don't mind. I **(6)** ______________________ well with others when I'm in a group. We always get along well. I try to be **(7)** __________________ when working with other people.

Mr. Canon: Well, it's important to be polite and show consideration. Oh, one more thing...

Khaled: Sure.

Mr. Canon: What's your current employment **(8)** ___________________?

Khaled: Well, I have a part-time job at the library.

Mr. Canon: OK, that's great. I'm going to have you take a test now that will tell us about what types of careers might be good for you.

Khaled: That sounds great! Thanks!

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C What advice would people in these professions give? Finish the sentences.

Dentist: "It is important that you *brush your teeth every day* **."**

1. Veterinarian: "It is important that your cat ______________________."
2. Teacher: "I want you ______________________."
3. Police officer: "I recommend that you ______________________."
4. Photographer: "I'd like you ______________________."
5. Politician: "It is essential that the people of our country ______________________."
6. Firefighter: "It is imperative that kids ______________________."
7. Postal worker: "I suggest that you ______________________."
8. Pilot: "It is important that everybody ______________________."

D Read the advice on interviewing. Rewrite the sentences in the subjunctive.

Be on time.

It is essential that you be on time.

1. Bring your résumé.

____

2. Dress nicely.

____

3. Make eye contact.

____

4. Shake the interviewer's hand.

____

5. Sit up straight.

____

6. Use a confident voice.

____

7. Answer all of the questions.

____

8. Ask them questions, too.

____

9. Write a thank-you note afterwards.

____

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E Correct the error in each sentence.

How to Write a Good Résumé

that
It is important ^ you write your name at the top.

1. I recommend you that put your educational background on it.
2. It is necessary to gives your phone number.
3. I suggest you to give your email address, too.
4. It is essential that list your work experience.
5. It is imperative that you are clear and concise.
6. I recommend that you talks about your skills.
7. It is important you include a list of references at the end.
8. I want that you call me if you have any questions.

F Look at the job titles. Write subjunctive sentences about the qualifications and qualities people need to have for each job.

Salesperson: *It is essential that they like working with people.*

1. Tailor: ______
2. Doctor: ______
3. Chef: ______
4. Hairdresser: ______
5. Accountant: ______
6. Farmer: ______
7. Babysitter: ______
8. Firefighter: ______

G Write four common sentences that people in each profession say. Be sure to use the subjunctive or ***I'd like you*** + infinitive or ***I want you*** + infinitive.

Police Officer

1. *It is essential that you stop at stop signs.*
   I'd like you to not drive too fast.
   a. ______________________________
   b. ______________________________

Dentist

2. a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

Flight Attendant

3. a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

H Complete the conversations with the words from the box.

cover	**in a bind**	**keep it to yourself**	**take off**
~~help me out~~	**jumped ship**	**No kidding**	**Will do**

A: Hey, Bob. Can you *help me out* **?**
B: Of course. What do you need?

1. **A:** Could you ____________?
   B: Absolutely. I never talk about people's private business.
2. **A:** Did you hear that Imad ____________?
   B: He did? Where is he going to work now?
3. **A:** I'm going to ____________ now.
   B: OK. See you later!
4. **A:** What's wrong?
   B: I'm ____________.
5. **A:** Now make sure you call me when you get there.
   B: ____________.
6. **A:** Do you want to go out on Saturday?
   B: Well, I'm supposed to work, but I can try to get someone to ____________ for me.
7. **A:** Did you hear? I got a job!
   B: ____________? Congratulations!

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I READING

Read the article. Then answer ***true*** or ***false***.

What Makes People Successful?

Who do you think is the most successful person you know? Who do you think is the least successful?

In order to answer these questions, we first need to define success. Everyone has a different definition of what makes someone successful or not. Many of us place great value on performance, on achievements, or on reaching various goals. Others associate success with material goods, measuring it by how much one can acquire. Others measure success by how much they can contribute to the well-being of their families, or to the community and society in general. There are many other definitions, but arguably, most people associate it with becoming rich, famous, and respected at work. Yet, it doesn't have to be that way. Being successful could mean simply being satisfied with oneself and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfaction.

But how does one get from here to there? How does one reach this feeling of satisfaction with life and career? It seems that successful people consistently do two things:

- They use their natural abilities in their work.
- They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities, or do what comes naturally to them. For example, successful teachers are people who instinctively know how to help people learn, and the best doctors are those who know how to listen to people. Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family.

What are your natural abilities? What are your career and life goals? If you can answer these questions, you are on your way to achieving success.

1. ______ There is a general consensus on the definition of success.

2. ______ A lot of people think that you are successful if you are rich and famous.

3. ______ Successful people choose careers that match their skills.

4. ______ Successful people don't plan their lives.

5. ______ Doing what comes naturally to you helps make you successful.

6. ______ Raising a happy family is not enough to be considered successful.

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J Match jobs and sentences. Some of the sentences can be used for more than one profession. Then write one more sentence about necessary characteristics or qualifications for each job.

~~construction engineers~~	accountants	medical doctors	architects	teachers
flight attendants	TV presenters	consultants	photographers	reporters

1. *construction engineers*
It is essential that they like working outdoors.
It is important that they are good at supervising building projects.

2. ______
It is important that they double-check every figure.
______

3. ______
They need to invest a lot of time, hard work, and study to succeed.
______

4. ______
It is imperative that they be good at designing buildings.
______

5. ______
Parents want them to be creative, friendly, and effective.
______

6. ______
Passengers expect them to be polite and helpful.
______

7. ______
Viewers want them to be informative and entertaining.
______

8. ______
It is necessary that they listen to people and help them make decisions.
______

9. ______
It is essential that they have artistic talent and appropriate training.
______

10. ______
We expect them to inform us of what is happening in the world.
______

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K Look at the picture. Write the headings and information you will need to give when you apply for a job. Write the questions that you would ask a person applying for a job if you were the boss.

Information Required on An Application Form

1. ______________________________
2. ______________________________
3. ______________________________

L WRITING

My Career and Life Goals

1. What are your career and life goals? Write notes in the chart.

Things I'm good at	Things I'd like to do in the next 1–2 years	Things I'd like to do in the next 7–10 years

2. Now write an essay about your career and life goals. Answer the following questions:

- What are your natural abilities?
- What are your short-term goals? (next 1–2 years)
- What are your long-term goals? (next 7–10 years)

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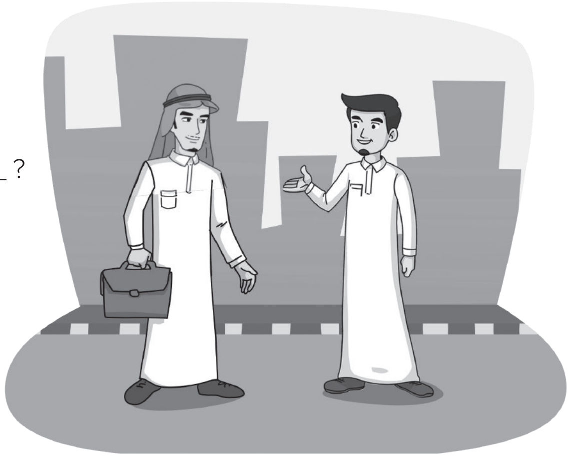

M Write the question tags.

1. It was a part-time job, __________________ ?
2. He works in a bank, __________________ ?
3. You are not going to resign from your job __________________ ?
4. They took over the company, __________________ ?
5. There's a new manager in charge, __________________ ?
6. We won't have another meeting today, __________________ ?

N Write requests for the situations. Use ***can, could*** or ***would***.

You must speak to the manager.

Excuse me, could I speak to the manager?

1. You want to apply for a job. You don't have an application form.

____

2. You're tired. You want to have a short break.

____

3. You don't know where the manager's office is?

____

4. You want to know your customer's address, and phone number.

____

5. You need to send a text, but you don't have a cell phone.

____

O Choose the appropriate sentence or expression for a polite answer.

1. Will you help me with my résumé?
   a. Why should I? **b.** Certainly. **c.** Are you serious?
2. I don't understand these instructions.
   a. So figure it out. **b.** Can't you read? **c.** I'll help you.
3. Would you let me see those files?
   a. Not now. I'm busy. **b.** They're mine. **c.** Sure.
4. Could you turn off your smartphone?
   a. Of course. **b.** I'm online. **c.** No way!
5. Would you mind telling me where the post office is?
   a. No, it's too far. **b.** Yes, I'm busy. **c.** Sure. Straight down this road.
6. I'm sorry. I got held up in traffic.
   a. Oh, come on! **b.** That's all right. **c.** As usual.
7. Can you write down your contact details, please?
   a. Get up and get them. **b.** No. **c.** Here you are.
8. Let me carry that box for you.
   a. That's very kind of you. **b.** Not likely. **c.** Why?

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P Complete the sentences with the correct form of ***have to,*** or ***must***. Sometimes more than one answer is possible.

1. Adel _______________ pack grocery bags because the customers pack their own.
2. He _______________ hang out with his friends now.
3. He _______________ be patient with his customers.
4. The customer _______________ pay for his groceries.
5. He _______________ go shopping without any cash.
6. The people in line will _______________ wait a long time.
7. The mother _______________ be responsible for her child.
8. The man with the watch _______________ be late for his appointment.

Q Complete the sentences. Use ***had to, didn't have to, needed to, needn't,*** or ***didn't need to***. Sometimes more than one answer is possible.

1. Look at all those books! Bob _________________ lift them all at once.
2. Rana _________________ finish her assignment because it was already overdue.
3. They _________________ go to work yesterday. It was Friday.
4. You _________________ park your car. The attendant will do it.
5. I _______________ write a report, so I didn't hang out with my friends yesterday.
6. We _________________ take an early flight. Our meeting is at 3 p.m.
7. The children _________________ eat breakfast quickly to catch the school bus.
8. Mother _________________ cook tonight because we're going out for dinner.
9. I _________________ wait long for the bus this morning. It was on time today.
10. We _________________ pack any towels for the trip. The hotel provided everything.

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6 Going Green

A Write the words from the box next to their definitions.

conserve	**efficient**	**plastic**	**tap water**
consumption	~~**organic**~~	**recycle**	**thermostat**
crank up	**pesticides**	**source**	

This is when food and plants are grown without chemicals. _organic_

1. This is the water that you get right out of the sink. ______
2. This is what we do when we turn something up, like the heat or the volume on our radio. ______
3. These are chemicals that farmers use to keep bugs and animals away from the fruits and vegetables they grow. ______
4. This is the gauge that controls the temperature of our heat, air conditioning, or hot water heater. ______
5. This is when we try to save something by only using a little of it. We usually do this because there is a limited supply of it and we don't want to waste it. ______
6. This is a synthetic material that we use in place of metal and wood. It's light and difficult to break. ______
7. This is the act of using something, or the amount that we use of something. ______
8. This is where something comes from; the origin. ______
9. This is how we describe something that is productive or economical. ______
10. This is when we make something new out of old material. ______

B Answer the questions.

1. Why do farmers use pesticides? What is one problem with using pesticides to grow food? ______
2. What can you crank up? ______
3. What are some things that are commonly made of plastic? ______
4. What things do you or your family recycle? ______
5. Why do most people want cars that are fuel efficient? ______

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C Read the letter. Circle the gerunds.

Dear Editor,

I am writing because I have a concern about our community and our environment. I have been living in this town for three years now. I love (living) here because most people are interested in protecting the environment. However, I have noticed that when I go shopping, most people have been using the plastic bags that the store provides. I quit using those years ago because they are damaging our planet. I can't stand seeing people who say they care about the environment using them. I recommend buying three or four canvas bags at the store and using them every time you go shopping. I advise keeping them in the car or near your front door so that you remember to take them when you go to the store. By making small changes, I think we can make a big difference to our world.

Thank you,

Bagging Betty

D Write the verbs in the correct column of the chart.

agree	**continue**	**hate**	**love**	**prefer**	**start**
can't stand	**decide**	**imagine**	**offer**	**promise**	**suggest**
~~consider~~	**finish**	**keep**	**plan**	**recommend**	**want**

Can only be followed by a gerund	Can be followed by either a gerund or an infinitive	Can only be followed by an infinitive
consider		

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E Write the verb in either its gerund or infinitive form.

Jasim decided ___to ride___ (ride) his bike as much as possible.

1. The Smiths are considering ____________ (get) solar panels.
2. We quit ____________ (water) our yard during the summer.
3. Mohammed is planning ____________ (get) a hybrid car next year.
4. I advise ____________ (separate) your paper and glass recycling.
5. The government wants us ____________ (conserve) energy.
6. I expect ____________ (have) a low energy bill this month.
7. Sara just finished ____________ (insulate) her hot water heater.
8. We agreed ____________ (eat) only locally grown vegetables this summer.

F Look at the pictures. Write three sentences that you think each person would say. Be sure to use a verb followed by a gerund or infinitive.

1. Ahmed

a. *I love growing my own vegetables.*

b. ____________

c. ____________

2. Khaled

a. ____________

b. ____________

c. ____________

3. Abdullah

a. ____________

b. ____________

c. ____________

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G Write a sentence using each verb followed by a gerund or an infinitive. If the verb can only be followed by either a gerund or an infinitive, then write only one sentence. If the verb can be followed by both a gerund and an infinitive, then write two sentences.

hate *I hate using a lot of water.*
I hate to use a lot of water.

1. begin ______________________________
____
2. decide ______________________________
____
3. prefer ______________________________
____
4. expect ______________________________
____
5. quit ______________________________
____

H Complete the conversation with the words and phrases from the box.

a hassle	**a piece of cake**	**I guess**	**~~Whoops~~**
a no-brainer	**chuck**	**lame**	

Andrea: *Whoops*! I left my water bottle inside. I'll be right back.
Elizabeth: Oh, wait! I have bottles of water right here! You can have one of these.
Andrea: Actually, I try not to drink out of plastic bottles.
Elizabeth: Really? It seems like such **(1)** ______________ to always have to carry that stainless steel bottle around with you.
Andrea: Actually, it's **(2)** ______________. You're always carrying around the plastic ones.
Elizabeth: True. But if I get tired of carrying it, I can always **(3)** ______________ it. Anyway, I usually recycle them.
Andrea: Well, that's a good start, but don't you think it's **(4)** ______________ to use the energy to recycle plastic bottles when it's so easy to just reuse the same one over and over?
Elizabeth: **(5)** ______________. It still seems like I'm doing something since I at least recycle them most of the time.
Andrea: Anyway, plastic bottles are bad for your health.
Elizabeth: Really?
Andrea: Yeah. The chemicals from the plastic can get into the water and cause health problems.
Elizabeth: Hmmm...well, in that case, it sounds like **(6)** ______________. Want to help me pick out a stainless steel water bottle?
Andrea: Sure!

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I READING

Read the article and answer the questions.

Buying Locally Grown

Eating organic fruits and vegetables is one way to help our planet since it does not involve spraying harmful pesticides and herbicides into the environment. However, there are many people who say that eating organic isn't enough, and that it's more important to eat locally grown fruits and vegetables. The organic produce that you find in your grocery store is often shipped halfway around the world. This means that it is both creating air pollution, and that it's a few days old by the time it gets to the store. Locally grown produce is better because it does not contribute to pollution. Also it's the freshest possible, so you get the full amount of its vitamins and nutrients.

Community Supported Agriculture (CSA):

One way to get locally grown produce is to become a member of a Community Supported Agriculture (CSA). A CSA is of a group of individual people who promise to support a farm. This way, the farmland becomes the community's farm, with both the farmers and the consumers sharing benefits and risks. Community Supported Agriculture began in the early 1960s in Europe and Japan as an answer to concerns about food safety and the urbanization of farm land. Over the last 20 years in the U.S., CSAs have become a popular way for people to buy local, seasonal food directly from a farmer.

How a CSA works:

A farmer offers a certain number of "shares" to the public. The share is usually made up of a bag of vegetables. People who are interested in becoming members buy a share before the farming season begins. Then, once the season begins, they get a box of seasonal produce each week throughout the farming season (usually about 20 weeks long). This arrangement creates many advantages for the farmers and the consumers.

Advantages for farmers	Advantages for consumers
• They get to spend time selling the food early in the year when they aren't as busy. • They get paid early in the season, which helps with the farm's cash flow. • They have an opportunity to get to know the people who eat the food they grow.	• They get to eat the freshest produce possible. • They get to learn about new vegetables and new ways of cooking. • They get to know the farmer who grows their food and learn more about how food is grown. • They are contributing to the locally grown movement, thus not creating more pollution by having food shipped.

1. One problem with organic fruits and vegetables is that _______.
  a. they're grown with pesticides **b.** they're often shipped from far away

2. *Produce* probably means _______.
  a. fruits and vegetables **b.** farm animals and meat

3. CSAs began in the 1960s in _______.
  a. Europe and Japan **b.** the U.S.

4. A share of the farm is _______.
  a. vegetables that you buy at the market every week
  b. a bag of vegetables that you buy before the growing season, but pick up every week

5. One benefit of a CSA for both farmers and consumers is that they get to _______.
  a. know each other **b.** learn about new vegetables and new ways of cooking

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J Answer the questions. Write sentences.

1. Why are products packaged in a particular way? Think of examples.

2. Is packaging used to preserve food products?

3. Is it used to promote products?

4. Why do people who live off the grid avoid buying packaged goods?

5. Think of products that have multiple packaging, e.g. plastic wrappers as well as a paper box.

   What do you do with the packaging? Do you think it's necessary? Why? Why not?

K Consider the type of packaging that is used for different products and write which is environmentally friendly and which is harmful to the environment.

Paper cartons, e.g. in cartons of milk	
Plastic containers or bottles, e.g. orange juice, oil, shampoo	
Glass bottles or jars, e.g. jam, perfume, spices	
Cellophane bags or wrapping, e.g. chocolates, candy	
Paper packaging, e.g. rice, pasta, cookies	
Paper and plastic, e.g. batteries, gadgets	
Cloth bags and wrappers, e.g. scarves, slippers, jewelry	

Can we recycle/reuse some of the packaging? If so, how?

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L Look at the picture. Take notes on the things and people (nouns) you can see and what is happening (verbs). Write words to describe the picture (adjectives). Write sentences to tell people how they can go greener.

Nouns	Verbs	Adjectives

1. ____________________

2. ____________________

3. ____________________

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M WRITING

Where does your food come from?

1. Take notes on everything you eat in a day. Write down where you (or your friend, family member, or restaurant) bought it and where it was grown or produced. If it came in a package, look at where the package came from. If it is a fresh food like fruits and vegetables, look for a sticker or sign that says where it was grown.

	Food you ate	Where you bought it	Where it was grown or made
Fruits and Vegetables			
Milk and Dairy			
Meat, Poultry, and Fish			
Grains and Breads			
Snacks			
Other			

2. Write about where your food comes from and how this might have an impact on the environment. Explain ways that you could buy more locally grown and made foods.

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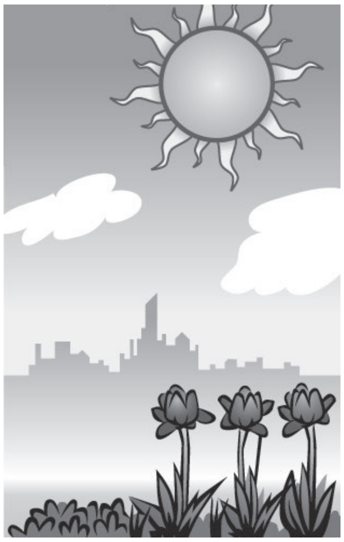
N Complete the sentences with the words in parentheses. Use the simple present or present progressive.

1. Trees ____________________ (grow) more quickly in cooler climates than in the desert.
2. Scientists say that the world's climate ____________________ (change) rapidly.
3. Planet Earth ____________________ (go) round the sun.
4. Farmers ____________________ (work) long hours in all parts of the world these days.
5. Governments ____________________ (consider) measures to limit overfishing.
6. How ____________________ (he/know) which type of fuel is the greenest?
7. The polar ice caps ____________________ (melt) at a dramatic rate.
8. The UAE ____________________ (not/have) a high level of rainfall.
9. We ____________________ (currently/research) ways of conserving water.
10. ____________________ (you/believe) that the oceans will cover Earth one day?

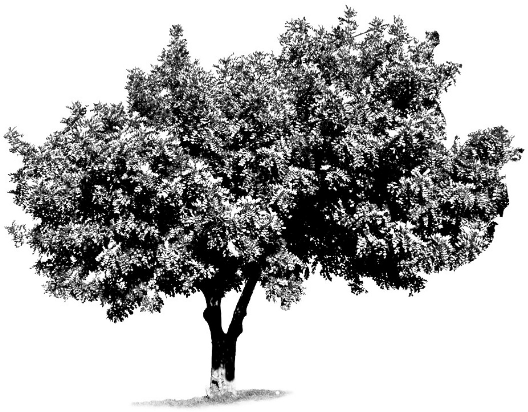
O Complete the sentences. Use the simple present and the present progressive of the verb in parentheses for the permanent or temporary situations.

1. Water ____________ at 100°C, but don't touch it when it ___________ . (boil)
2. Noura ____________ English at school, and now she _____________ for exams. (study)
3. At present the boys ____________ with their uncle in Jeddah, but they usually __________ with their parents in Makkah. (live)
4. Air pollution ____________ the oxygen levels these days, and this generally __________ our quality of life. (deplete)
5. The weather outlook ____________ very favorable now, but we ____________ at the long range forecast. (not look)



P Complete the sentences about facts. Use the simple present or ***will*** in the second clause.

1. If you __________ (heat) ice, it __________ (melt).
2. If they __________ (replant) the forest, it __________ (take) several years to grow again.
3. The city's atmosphere __________ (not improve) if we __________ (not stop) burning fossil fuels.
4. If we __________ (install) photovoltaic panels, __________ we ________ (cut) our fuel costs?
5. If you __________ (not water) plants, they __________ (not grow).
6. The ranger __________ (ask) you to leave if you __________ (not obey) the park rules.
7. If we ___________ (teach) children in school about green issues, they ___________ (treat) the environment with more respect.
8. The consequences ___________ (be) disastrous if we ___________ (not reduce) carbon emissions.



Q Complete the sentences to say what will/might happen in the following situations. Use your own ideas.

1. If we don't find alternative sources of energy, ____________________________ .
2. If we develop more efficient farming methods, ____________________________ .
3. If we keep our town streets clean, ____________________________ .
4. If we limit the fish industry, ____________________________ .
5. If we stop using plastic bags, ____________________________ .
6. If we all work together, ____________________________ .
7. Your idea: ____
8. Your idea: ____

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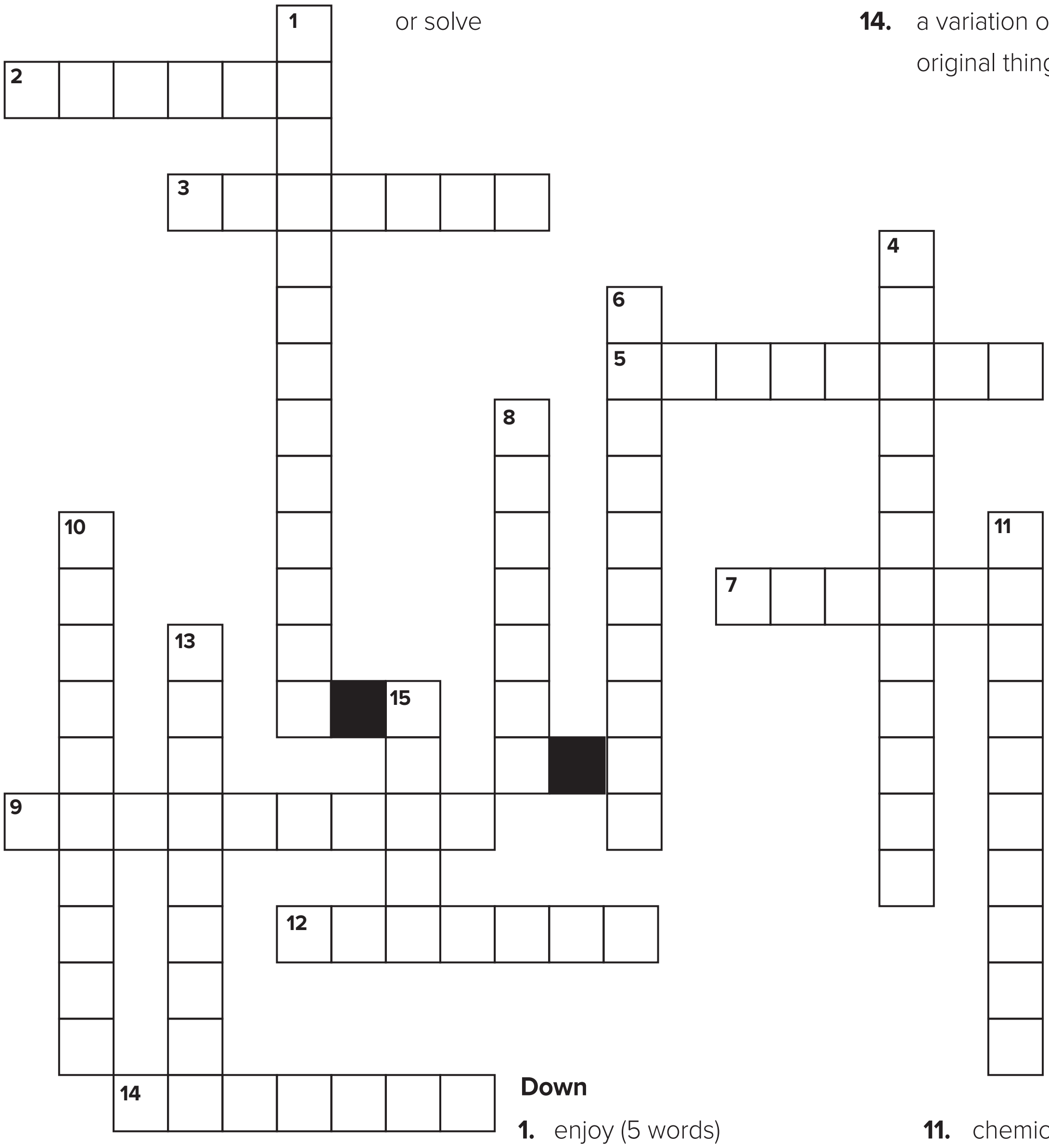
EXPANSION Units 4 – 6

A Complete the crossword puzzle with words or phrases from Units 4–6.

Across

2. something that is inconvenient to do
3. in a difficult situation (3 words)
5. something difficult to understand or solve
7. money received or earned
9. do me a favor (3 words)
12. leave (2 words)
14. a variation of an earlier or original thing



Down

1. enjoy (5 words)
4. very easy (4 words)
6. be grateful for
8. produced without chemicals
10. someone who has financial success
11. chemicals that stop bugs and weeds from killing vegetables
13. work together well
15. throw out

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EXPANSION Units 4 – 6

B Add ***to*** or ***for*** to each sentence.

The doctor gave the medicine ___to___ the patient.

1. My friend will translate the film __________ us.
2. The salesperson sold the vacuum cleaner __________ us.
3. I'm hiring a carpenter to build a table __________ my kitchen.
4. That policeman is going to give a ticket __________ the man in the red car.
5. The veterinarian is giving treats __________ the animals.
6. The chef is going to cook a delicious meal __________ us.
7. Mrs. Willis gave homework __________ her class.

C Complete the sentences. Use the correct form of the verbs in parentheses.

Jack wants ___to spend___ (spend) time working with computers.

1. Maha enjoys __________________ (help) people who are less fortunate.
2. We hope __________________ (start) our own business someday.
3. I try __________________ (get) an hour of reading in every day.
4. Omar prefers __________________ (work) with people rather than alone.
5. She is considering __________________ (go) back to school.
6. I began __________________ (work) there in March.
7. Tom decided __________________ (apply) to medical school.
8. Jasim offered __________________ (bring) you to work today.

D Complete the sentences with your own ideas. Use a gerund or infinitive.

1. I really enjoy ____.
2. I refuse ____.
3. I need ____.
4. I can't stand ____.
5. I prefer ____.
6. I plan ____.
7. I would consider ____.
8. I expect ____.

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EXPANSION Units 4 – 6

E Unscramble the words to form sentences.

nobody / it is necessary / water their lawn during the drought / that

It is necessary that nobody water their lawn during the drought.

1. I / that / he suggested / buy a hybrid car / .

____

2. buy a stainless steel water bottle / I / to / you / want / .

____

3. we / that / try to save water / it is essential / all / .

____

4. that / environmentalists request / eat locally grown food / we / .

____

5. everyone / that / try to conserve energy / it is important / .

____

6. turn off the lights when you're not in a room / environmentalists recommend / you / that / .

____

7. you / I'd / to recycle all of that paper / like / .

____

8. she / that / reuse containers as much as possible / they asked / .

____

F Correct the errors in the sentences.

the word for

My teacher pronounced ^ me ~~the word.~~

1. I want you that become a lawyer.
2. He ordered me it.
3. The carpenter built a new closet to us.
4. I decided taking a break.
5. It is important you come on time.
6. Will you reserve a table me?
7. Maria asked that Lisa brings a dessert.
8. My teacher suggested to come a little early tomorrow.
9. I love to eating out at restaurants.
10. I demand to you tell me what you're talking about.

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G Read the article and answer the questions.

Dates or chocolate?

Imported European chocolates have become part of the culture when it comes to celebrations. During Eid-al-Fitr, stores stock extra chocolates. For this reason, large amounts of chocolate are imported to meet the demand. For some, chocolates are a symbol of affection and care, and totally in keeping with the spirit of Eid.

Dates are naturally in demand all year long and more so during Ramadan. Dates, like chocolates, are available in different varieties. Nowadays, dates are stuffed with toffee and dried fruit, almonds, pistachios and walnuts, or dipped in chocolate!

Chocolates are available in countless varieties and forms - dark, light, white, bitter, semi-sweet, sweet; with wafers, caramel or fruit; in powder or syrup form; in different sizes and shapes; some wrapped in foil or cellophane or tiny boxes; and others arranged in elaborate boxes that contain an assortment of chocolates.

Elaborate arrangements of chocolate have become the trend for gifts, gaining more ground by the day. The busiest time for confectioners in the Kingdom is the post- Ramadan period when numerous orders for chocolate arrangements have to be filled, costing anywhere from ⃁ 200 to ⃁ 2,000 or more.

1. Why is chocolate imported in large amounts?

   ____

2. What varieties are available?

   ____

3. When is the busiest time of year for confectioners? Why?

   ____

Find each word or phrase in the text and match it with the correct definition.

1. _____ dipped	**a.** a feeling of love, liking, or caring
2. _____ confectioners	**b.** in accordance with, in agreement with, suitable
3. _____ affection	**c.** submerged into liquid and raised up again
4. _____ fill (an order)	**d.** supply the goods/product that a customer has ordered
5. _____ assortment	**e.** a mixture of different things or a variety
6. _____ in keeping with	**f.** people who make/sell candy, cakes, chocolates, etc.

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EXPANSION Units 4 – 6

H Look at the picture. Take notes on how this boy feels and what has happened (actions) to make him feel that way. Use the words you listed to write sentences.

Feelings	Actions

1. ______________________________

2. ______________________________

3. ______________________________

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EXPANSION Units 4 – 6

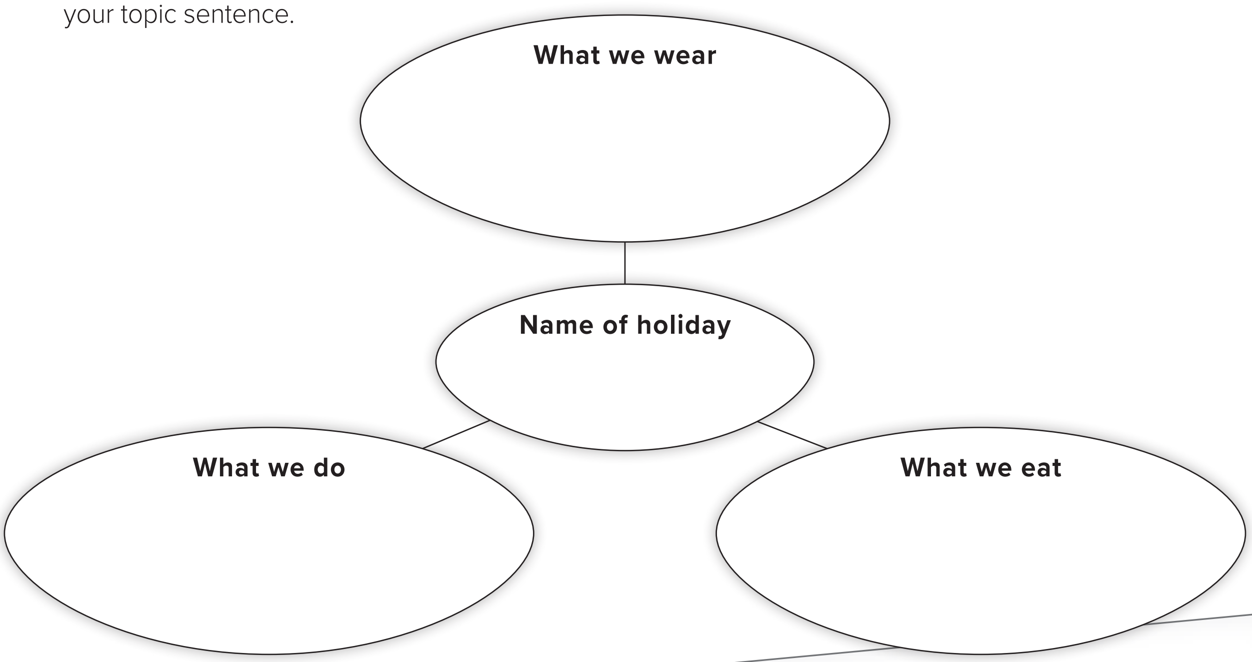
I WRITING

Write a description of an important holiday in your culture. Answer the following questions in your essay:

- What is the name of the holiday?
- When do people usually celebrate it?
- What do people do to celebrate it?
- What do people usually wear?
- What do people usually eat?

1. First, make notes in the word map.

2. Now use your word map to help you write your essay. Be sure that the body of your essay supports your topic sentence.



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7 There's No Place Like Home

Part 2

A Write the missing letters.

1. a ____ m ____ s p ____ ____ r e

2. ____ o ____ a l t ____

3. c ____ l t ____ v ____ t e

4. s o ____ r o ____

5. p ____ ____ e n t ____ a l

6. ____ o r ____

7. c o ____ f ____ r ____

8. s ____ e ____ t ____ r

B Write the words from exercise **A** next to the correct definitions below.

1. ______________________: possibility

2. ______________________: faithfulness and devotion

3. ______________________: sadness

4. ______________________: a house or structure that keeps you safe from outside

5. ______________________: to improve or develop by study or training

6. ______________________: a positive feeling of peace and familiarity

7. ______________________: old and used

8. ______________________: the tone or mood of a place

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C Number the adjectives in the correct order.

2 1

My friend Pablo lives in an (old / unique) house. It has a **(1)** (wooden / heavy) door and **(2)** (giant / old) windows. The kitchen has **(3)** (Mexican / expensive / ceramic) tiles on the floor and **(4)** (beautiful / wooden / Spanish) cabinets. There is a **(5)** (blue / big) couch in the living room. The couch is covered in **(6)** (Indian / silk / fancy) pillows. On the floor there is an **(7)** (Egyptian / enormous / multicolored) carpet. The bedrooms have **(8)** (small / old-fashioned) closets, but the **(9)** (wooden / tall / impressive) beds make up for it.

D Write a sentence for each picture. Use two or three adjectives in each sentence.

I saw a big, old, wooden barn in the countryside.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

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E Insert ***too*** or ***enough*** into the correct place in each sentence.

This house is *too* **^ big. (too)**

1. You're driving quickly. (enough)
2. They have bathrooms for everybody. (enough)
3. I'm not rich to buy that house. (enough)
4. You're walking slowly. (too)
5. That couch isn't big. (enough)
6. You're short to play basketball. (too)

F Write a sentence that has the same meaning. Use ***too*** or ***enough***.

	too		enough
	She isn't too young.		*She's old enough.*
	She's too short.	**1.**	________________
2.	________________		The car isn't new enough.
	The Internet is running too slowly.	**3.**	________________
4.	________________		The dress isn't large enough.
	It's too expensive.	**5.**	________________
6.	________________		He isn't driving carefully enough.
	The test is too difficult.	**7.**	________________
8.	________________		That film isn't interesting enough.

G Write sentences using ***too*** or ***enough*** with the following words.

new: *This house isn't new enough.*

1. small: ________________
2. old: ________________
3. quickly: ________________
4. difficult: ________________
5. boring: ________________
6. time: ________________
7. quietly: ________________
8. fancy: ________________

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H Correct the error in each sentence.

The kitchen in that house is not ~~enough~~ big. enough

1. He was to late to get on the airplane.
2. Do you have time enough to go to the store?
3. His friend bought him a new, modern, big watch.
4. There is a Korean little boy at the front door.
5. Ahmed is not enough fast to win the race.
6. We had a Indian, delicious, big feast for dinner last night.
7. He can't go on the roller coaster. He's young enough.
8. Wagner drives a old, little, cheap car.

I Complete the conversation with the words and phrases from the box.

an arm and a leg	**grand**	**megabucks**	**reality check**
~~Cool~~	**hold on**	**out of touch**	**tiny**

Dad: Did you see that the Johnsons' house is for sale?

Son: ______Cool______. I've always loved that house!

Dad: I know, but **(1)** ____________. Don't get too excited.

Son: OK. Why?

Dad: They're asking **(2)** ____________ for it.

Son: Really? How much?

Dad: Over $500 **(3)** ____________.

Son: For that **(4)** ____________, old house? That's **(5)** ____________! We can't afford that!

Dad: I know. They need a **(6)** ____________.

Son: That's true. They must be **(7)** ____________ if they think that anybody will pay that much.

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J READING

Read the article about the White House. Then answer ***true*** or ***false***.

The White House is the official residence and main workplace of the President of the United States. It is in Washington, D.C., and was built between 1792 and 1800. The White House has four stories—the Ground Floor, State Floor, Second Floor, and Third Floor, plus a two-story basement. Today, the White House Complex includes the Executive Residence (where the president and his family live), the West Wing (the location of the Oval Office), the East Wing, and the Old Executive Office Building, which houses the executive offices of the President and Vice President.

There are many famous rooms in the White House. The Entrance Hall is the primary and formal entrance. It is located on the State Floor, and is entered from Pennsylvania Avenue. It opens to the Grand Staircase, which connects the State Floor to the Second Floor of the building. There are three state parlors on the State Floor of the White House: The Green Room, The Blue Room, and the Red Room. They are each decorated in shades of their respective color and have been used for small receptions, and teas.

The East Room is the largest room in the White House. It is used for entertainment, press conferences, ceremonies, and occasionally for a large dinner. The White House's oldest possession, a portrait of George Washington that was painted in 1797, hangs in the East Room next to a portrait of his wife, Martha Washington, which was painted in 1878.

The State Dining Room is the larger of two dining rooms on the State Floor of the White House. It is used for receptions, luncheons, and larger formal dinners. The room seats 140 guests. The Family Dining Room is also located on the State Floor. The room is used for smaller and more private meals than those served in the State Dining Room. Today the president uses the Family Dining Room less for family and more for working lunches and small dinners. Family dinners are usually served on the second floor in the President's Dining Room.

true **The U.S. President lives and works at the White House.**

1. ________ The White House was built 100 years ago.
2. ________ The Oval Office is in the West Wing.
3. ________ You can only enter the White House through the Entrance Hall.
4. ________ The Green Room is decorated in green.
5. ________ The portrait of Martha Washington was probably painted after she had died.
6. ________ The president's family usually eats dinner in the Family Dining Room.

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K Read the texts and answer the questions.

Minaret of Jam, Afghanistan

The Minaret of Jam stands in a remote valley, surrounded by barren mountains. It was built in the 12th century and it is the only well-preserved building of the period. It is 65 meters tall and was built with baked-bricks. The circular minaret, which rests on an octagonal base, had two wooden balconies and a lantern at the top.

The minaret is famous for its intricate decoration of calligraphy etched in stucco and glazed turquoise ceramics. It was nominated Afghanistan's first World Heritage Site in 2002.

Salwa Palace, KSA

Salwa Palace is the largest palace in the historical at-Turaif district of ad-Dir'iyah. It was the first palace built by Imam Abdulaziz bin Muhammad bin Saud in 1766. His successors later added to the complex, which includes 7 main units, a mosque, an audience hall, a treasury, and a well, which cover some 10,000 m^2.

Salwa Palace is a unique example of Najdi architecture and illustrates the ingenious use of adobe, not only as a material suited for the extreme desert climate, but as a means to create beautiful geometric designs. At-Turaif was inscribed on the World Heritage List in 2010. It has been restored to a large extent, and it has the potential to become one of the biggest living heritage museums in the world.

Burj Khalifa, UAE

Burj Khalifa in Dubai, at 828 meters, is the tallest building in the world, topping the previous record holder, Taipei 101, by 319 meters. It is also called "the Needle" because of its top section that gets as thin as a needle as it tapers to the top.

The building took six years to complete and was officially opened in January 2010. It has 168 floors, which is the highest number in the world, but not all of them are large enough to use as residence or office space. The skyscraper accommodates more than 900 luxury apartments, 49 floors of offices, and a 7-star Armani Hotel with 160 rooms.

1. What is the shape of the Minaret of Jam? ______________________________
2. What is special about the use of adobe at Salwa Palace? ______________________________
____
3. How tall is Burj Khalifa, and why is it called "the Needle"? ______________________________
____
4. Underline words in the texts that mean the following:
   a. far away
   b. without any plants
   c. a source of water
   d. clever and original
   e. become or make something narrower at one end
   f. have enough space for
5. Which building would you be interested in visiting? Why? ______________________________
____

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L Write as many words as you can to describe each part of the building (objects) in the picture. Then write sentences to describe the building using at least three adjectives in the correct order.

Objects	Describing words (adjectives)

1. ____

2. ____

3. ____

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M WRITING

Write about a famous house in your country.

1. Before you write, make notes in the chart.

When was it built?	
Who lives there?	
What makes it famous?	
What does it look like on the outside?	
What does it look like on the inside?	
Are there any famous rooms?	

2. Now use your notes to help you write your essay.

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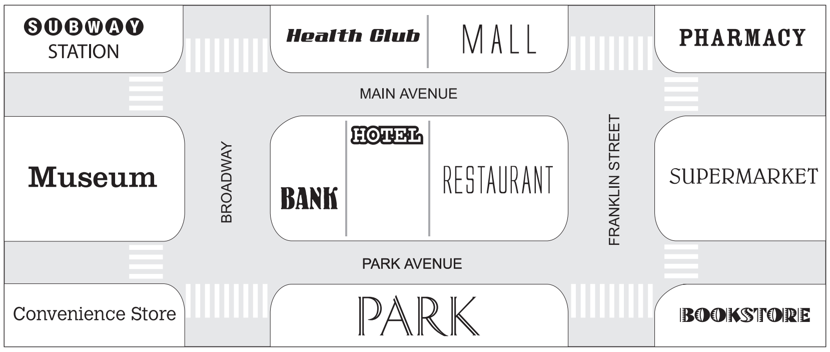
N Look at the map and read the conversation. Then answer the questions.



Tom: Excuse me. How do I get to the park?

John: Take the Number 20 bus. There's a bus stop over there. Get off at the Bookstore. The park is on the next block. You can't miss it.

Tom: Is it far from here?

John: No, it's about 15 minutes away.

Luis: No, no. Take the F line on the subway, and get off at Main Avenue Station. Walk down Broadway and take a left after the bank. The park is right across the street. Trust me. I live in that neighborhood.

Tom: Thanks a lot.

Luis: You're welcome.

1. Where is Tom going? ________________________.

2. What's the bus number to the park? ________________________.

3. How far away is the park? ________________________.

4. What's the subway line to the park? ________________________.

O Tom took the bus and missed his stop. He is now at the Mall. Write new directions and help Tom find the park.

____

____

____

____

____

____

____

____

____

____.

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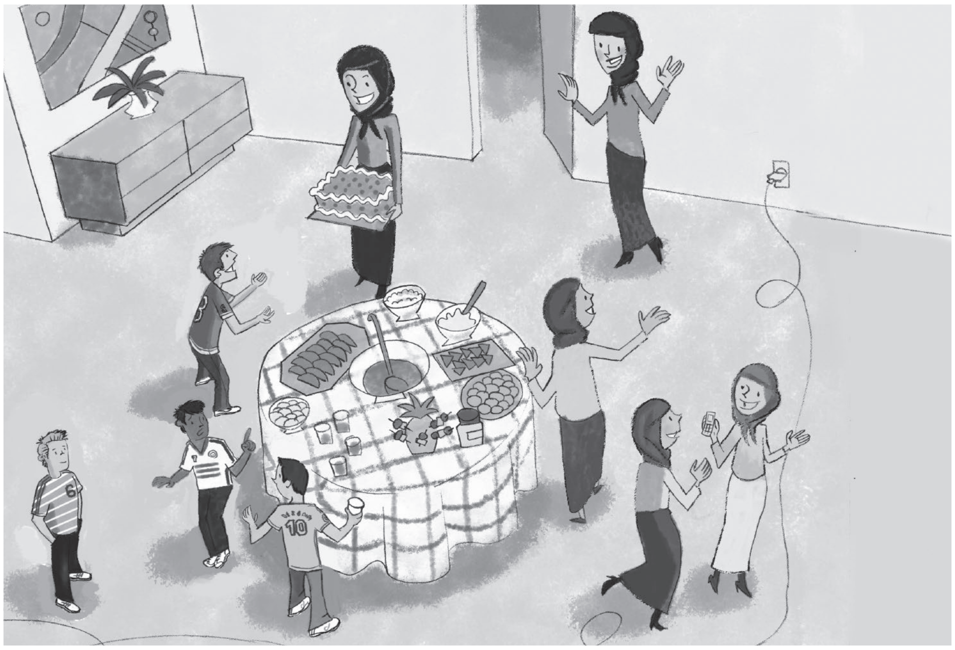
P Look at the picture and read the conversations. Mark ***O*** for offers and ***R*** for requests.



1. Let me carry that for you. ___O___
2. Will you tell Sarah to bring some snacks from the kitchen? ________
3. I'll tell her, and I'll get some napkins, too. ________
4. Can I borrow your cell phone? I need to make a quick call. ________

Q Read each story. Write the conversation.

1. Your younger sister wants a box of cookies from a high shelf in the kitchen. She can't get the box. You offer to get the cookies for her. Your sister accepts your offer.

   You: ________________________________

   Sister: ________________________________

2. Majid and Ahmed are eating dinner in a restaurant. The waiter brings the check. Majid quickly picks up the check. He wants to pay. Ahmed accepts his offer.

   Majid: ________________________________

   Ahmed: ________________________________

3. A family is moving into the apartment next door. The father of the family is carrying a heavy box. A friendly neighbor offers to help the father. The father refuses but thanks him for his offer.

   Neighbor: ________________________________

   Father: ________________________________

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8 The Sporting Life

A Match the words with the definitions.

___*i*___ **commemorate**	**a.** a circular award
1. ______ drop	**b.** a common bird that lives in cities
2. ______ marathon	**c.** began; came from
3. ______ medal	**d.** do something over and over in order to perfect it
4. ______ originated	**e.** quit; stop doing
5. ______ pigeon	**f.** brought back to life
6. ______ practice	**g.** a 26-mile (42 km) sporting event, usually running
7. ______ procession	**h.** a stick or handle with fire at the end
8. ______ revived	~~**i.**~~ celebrate the memory of someone or something
9. ______ torch	**j.** a parade

B Answer the questions.

1. What's something that you practice?

____

2. Do you know anyone who has run a marathon? How did the person get ready for it?

____

3. What's something that originated from your country?

____

4. What's one way to commemorate someone?

____

5. Have you ever dropped something because you didn't like it? What?

____

6. Where have you seen pigeons?

____

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C Unscramble the sentences. They each have a gerund as a subject. Then check if you ***agree*** or ***disagree***.

	Agree	Disagree
in the ocean / is / swimming / difficult / . *Swimming in the ocean is difficult.*	☐	☐
1. good / is / roller skating / exercise / . ______	☐	☐
2. has / many benefits / team sports / playing / . ______	☐	☐
3. an important part / practicing / of playing a sport / is / . ______	☐	☐
4. takes / a lot of courage / car racing / . ______	☐	☐
5. is / playing sports / to stay in shape / a good way / . ______	☐	☐
6. easy / but it's a good form of exercise / is / walking / . ______	☐	☐
7. a lot of leg strength / requires / cycling / . ______	☐	☐
8. for learning a sport / not / is / missing practice / essential / . ______	☐	☐

D Finish the sentences with your own ideas and opinions.

Skiing *is dangerous*.

1. Playing tennis ______.
2. Skateboarding ______.
3. Golfing ______.
4. Surfing ______.
5. Playing football ______.
6. Scuba diving ______.
7. Running ______.
8. Ice-skating ______.

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E Write the superlative form of the adjective and the present perfect of the verb.

This is ___the best___ **(good) game I** ___have seen___ **(see) in a long time.**

1. ______________ (hard) test I ______________ (take) was in chemistry class.
2. ______________ (long) run Binah ______________ (take) was 10 kilometers.
3. What is ______________ (scary) film you ______________ (see / ever)?
4. That was ______________ (sick) Bilal ______________ (be).
5. What is ______________ (bad) TV show you ______________ (watch)?
6. Lance Armstrong is ______________ (famous) cyclist there ______________ (be / ever).
7. ______________ (long) book I ______________ (read / ever) was *War and Peace*.
8. What is ______________ (exciting) sporting event you ______________ (see / ever)?
9. This is ______________ (tasty) meal I ______________ (eat / ever).
10. That was ______________ (strange) conversation Maya ______________ (have / ever).

F Write sentences about your life. Use the superlative and the present perfect.

The smartest person: ___My father is the smartest person I have ever known.___

1. The longest game: ______________
2. The hardest sport: ______________
3. The most interesting book: ______________
4. The best dinner: ______________
5. The easiest class: ______________
6. The farthest place: ______________
7. The most interesting person: ______________
8. The best vacation: ______________
9. The funniest person: ______________
10. The most boring film: ______________

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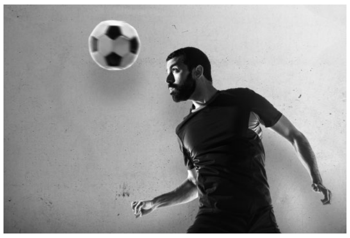
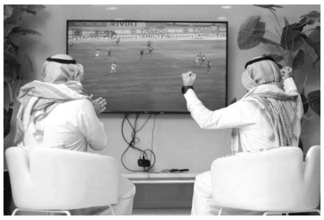
G Write a sentence about each picture. Use either a gerund as the subject or the superlative + present perfect.

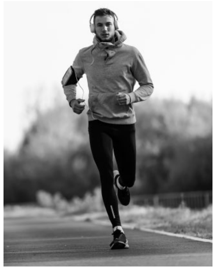
1. ______________________________________



2. ______________________________________



3. ______________________________________



4. ______________________________________

H Complete the sentences with the words and phrases in the box.

down pat	**guts**	**knocked their socks off**	**psyched**	**up for**

1. My brother Tom is adventurous. He likes to try new things. Even if the sport is dangerous or difficult, he's willing to do it. He's ______________________ anything.

2. His favorite football team is Manchester United. Next month they are going to be playing in his city and he has tickets! He's ______________________!

3. Jasim is a gymnast. He has been practicing his routine on the parallel bars for months. He usually practices 5 times a week. Next week he has a gymnastics meet. He's not worried though, because he has his routine ______________________.

4. Andrew is the best speed skater I know. Last week he was in a competition, and won first place! He was so good. He really ______________________!

5. Don is an expert surfer. He has surfed all over the world—sometimes in extremely big waves! He knows he could drown or get attacked by sharks, but he's not scared. He has a lot of ______________________.

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I READING

Read the article and answer the questions.

The Boston Red Sox

Baseball, often called "America's Pastime," is considered by many to be the most popular sport in the U.S. One of the oldest and most famous baseball teams in the world is the Boston Red Sox. The club was founded in 1901, as one of eight teams in the American League. They were a dominant team in the new league—winning their first World Series in 1903. They won four more championships by 1918. Since 1912, the Red Sox's home ballpark has been Fenway Park.

The Sale Of The Bambino

While the first seventeen years in Red Sox history were successful, after the 1918 win, they went into one of the longest championship droughts in baseball history. In 1919, Red Sox owner Frazee sold famous slugger Babe Ruth, who had played the previous six seasons for the Red Sox, to the rival New York Yankees. Even though Ruth had just broken the single-season home run record, hitting 29 in 1919, Frazee sold him. Legend has it that Frazee did so in order to finance a Broadway play. Many people said that they would lose for 100 years because they had sold Babe Ruth, who was also known as the Bambino.

Evidence Of The Myth

Over the years, the Red Sox had many excellent players, but nonetheless, they were never able to win the World Series. They came closest in 1986, when they lost the final game in extra innings because a slow ground ball rolled through the first baseman's legs. This infamous moment in baseball history fed the myth that the Red Sox were destined to lose for the rest of their career.

Ending The Losing Streak

Finally, the losing streak ended in 2004, when the team won their sixth World Series Championship. Since 2003, the Red Sox have competed in five American League Champion Series, have won two World Series in 2007 and 2013, and have emerged as arguably one of the most successful Major League Baseball teams of the last two decades.

1. What is the name of the Red Sox home stadium?

____

2. How did the Red Sox do in the early years?

____

3. What started the myth about the Red Sox?

____

4. How did they lose the 1986 World Series Championship?

____

5. When did the losing streak finally end?

____

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J Read the texts and write which sports are being described. Choose 5 sports from the list. Underline the words and/or phrases that helped you.

football	**hockey**	**ping pong/table tennis**	**volleyball**	**basketball**	**badminton**
baseball	**taekwondo**	**tennis**	**polo**	**squash**	

1. ______________________________

A bat and ball sport played between two teams of nine players each. The objective of the game is to score runs by hitting a ball with a bat and touching the four bases arranged at the corners of a ninety-foot square or diamond-shaped field. Teams take turns batting and fielding. The fielding team tries to stop three hitters of the batting team from touching the base. The players on the batting team take turns hitting the ball that the pitcher of the fielding team throws. It has become the national sport of the United States.

2. ______________________________

A team sport in which two teams of five players try to score points by throwing a ball through a hoop mounted on a backboard. The team with the most points at the end of the game wins. The ball can be advanced on the court by bouncing it while running or passing it to a teammate. Players are not allowed to take steps carrying the ball in their hands. Rule violations are called "fouls."

3. ______________________________

It is a game that can be played by two or four players. The players hit a lightweight, hollow ball back and forth using rackets as they stand at the two ends of a hard table divided by a net. Players have to hit the ball to return it to their opponent after only one bounce. The pace of the game is very quick and players need to react accordingly.

4. ______________________________

It is claimed to be the world's most popular martial art. A loose translation of its name could be "the art of the foot and fist" or "the art of kicking and punching." It combines combat techniques, self-defense, exercise, as well as philosophy.

5. ______________________________

It originated in Britain in the late 19th century. It is usually played between two players (singles) or two teams of two players each (doubles). Each player uses a racket to strike a hollow rubber ball covered with felt over a net and into the opponent's side of the court. The surface of the court is usually clay, asphalt, or grass.

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K Write as many words as you can to describe what is happening in the picture. Then change these action words (verbs) into the -ing form (gerunds). Write sentences about the picture starting with the gerunds.

Action words (verbs)	Gerunds (verb + *ing*)

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

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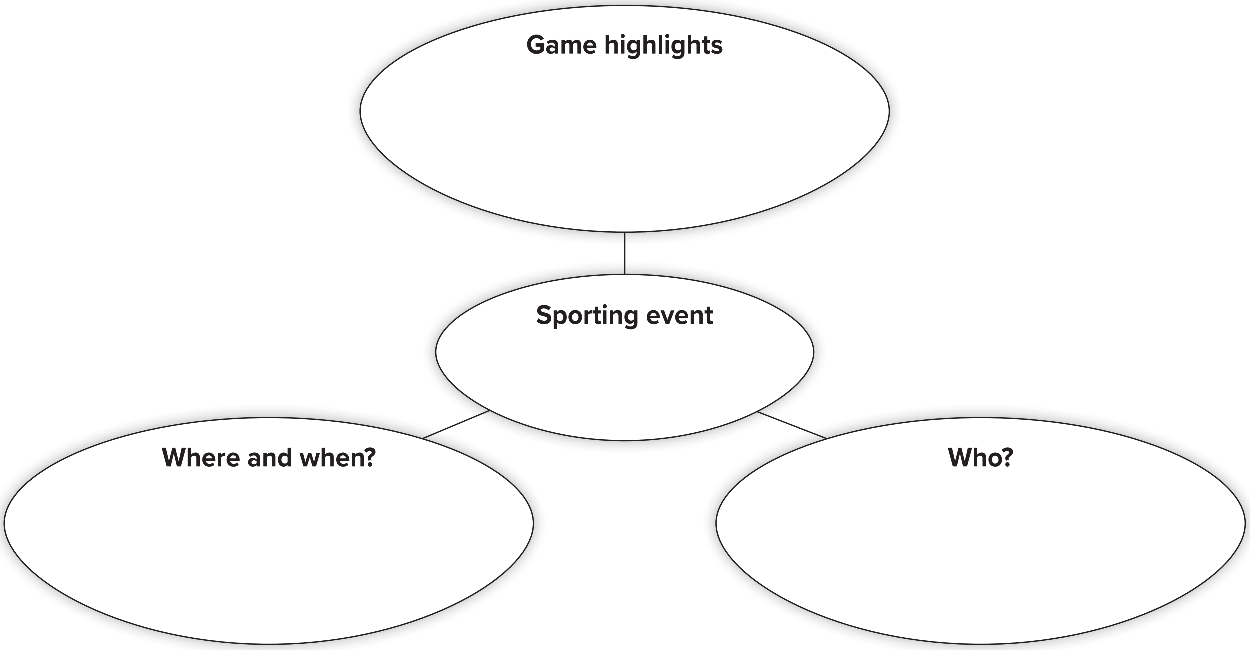
L WRITING

Describe the best sporting event you've ever seen (in person or on TV). Answer the following questions.

- What sport was it?
- Who was in the competition?
- Where did you see it?
- Who were you with?
- Who won?
- What made it exciting?
- Describe highlights of the game or event.

1. First make notes in the word map.



2. Now use your word map to help you write your essay.

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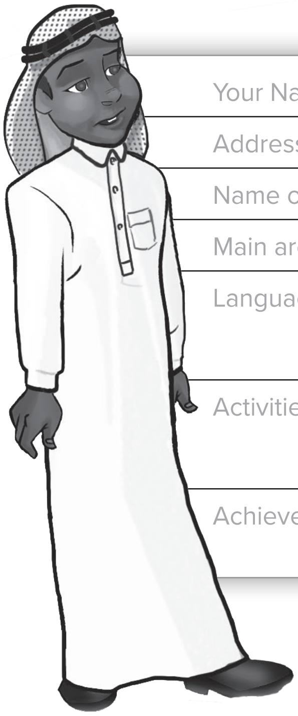
M Read Saeed's application form for a sport scholarship for a college. Answer the questions about him. Use the present perfect simple or the present perfect progressive.



Your Name:	Saeed Ali
Address:	1411 Jazeerah Street, Alrabwah, Riyadh, 12644
Name of High School:	Al Marwah High School
Main areas of study:	Computer Science, Math, Sport
Languages:	Arabic (native speaker); English, 7 years (reading, writing, speaking, listening); French, 2 years (reading, writing)
Activities:	Basketball team, 4 years; Football team, 6 years; Swim team, 4 years
Achievements:	Captain of the school football team; Swim coach to 30 primary students

1. Has he ever taken a computer science class?

   (take) ______________________________

2. Does he know more than one language?

   (speak) ______________________________

3. Can he read French?

   (study) ______________________________

4. Does Saeed play basketball?

   (play) ______________________________

5. Has he ever worked as a football coach?

   (work) ______________________________

6. Does he know how to play in a team?

   (play) ______________________________

7. Has Saeed ever held a position of responsibility?

   (coach) ______________________________

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N Rewrite the sentences. Use adverbs of manner.

Majid is very fast on his rollerblades *Majid rollerblades very fast.*

1. Badr is an aggressive driver. ______
2. Stunt pilots fly in a dangerous way. ______
3. Ali and Majid are slow runners. ______
4. Saeed is a really good player. ______
5. Sabah is a quiet talker. ______
6. Khalid is a hard worker. ______
7. Fadwa is an enthusiastic reader. ______
8. Adel is a good surfer. ______

O Write five sentences about you. Use adverbs of manner.

1. ______
2. ______
3. ______
4. ______
5. ______

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9 Laugh Out Loud

A Complete the sentences with the words from the box.

astonished	**bilingual**	~~**fascinated**~~	**irritated**	**puzzled**	**remarkable**

Susan is *fascinated* by bugs. When she sees one, she puts it in a jar and keeps it. Also, she has many books about different kinds of insects, and last summer, she even went to Bug Camp!

1. Keiko is ____________________. She was born in Japan, but moved to the U.S. when she was young. Now she can speak Japanese and English perfectly.
2. I often feel ____________________ when I'm around my younger brother. He never stops talking or bothering me. Also, he tries to make me play little kid games. I wish he would just leave me alone.
3. Asma's teacher said her paper was ____________________. She gave her an A and also asked to keep a copy of it, because it was so good!
4. I am ____________________ by the number of people who don't like school. It's amazing! We need school if we want to get anywhere in the world. I think they're all crazy!
5. I have lost one of my shoes and I'm totally ____________________ by it. I thought I took them both off at the door last night, but this morning only one of them was there. I've looked everywhere, but I can't find it. I am so confused!

B Answer the questions.

1. What fascinates you?
____
2. Do you know anybody who's bilingual? What languages can he or she speak?
____
3. Tell about a time when you were puzzled.
____
4. Tell about a time when you were irritated.
____
5. How does a grasshopper move?
____
6. What color is a penguin? Where do they usually live?
____
7. How many legs does a centipede have?
____
8. How does a snail move?
____

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C Complete the paragraph. Write the present or past participle of the verb in parentheses.

Last year I took my first trip to India. I was so (excite) *excited* ! In the beginning, my vacation was **(1)** (disappoint) ____________ because there were problems with my flight. First, my flight got delayed, so I had to sit in the airport in Abu Dhabi for hours and hours. It was really **(2)** (bore) ____________. Finally, they let us on the plane and we took off. When we were close to New Delhi, they said there was bad weather and that we would have to circle. We circled for at least an hour—I was very **(3)** (frustrate) ____________. After a while, they said we were low on fuel and we would have to land in Goa. It was so **(4)** (irritate) ____________! I had already missed almost one whole day of my vacation! I was so **(5)** (annoy) ____________.

Finally, after an hour in Goa, we got back on the plane and they flew us to New Delhi. I was **(6)** (relieve) ____________ when I finally got there. New Delhi turned out to be a very **(7)** (excite) ____________ city. I loved it! There are many **(8)** (interest) ____________ museums and it has a **(9)** (fascinate) ____________ history. I went to see the monuments and gardens at Swaminarayan Akshardham. The place was so **(10)** (entertain) ____________. Even the people were **(11)** (welcome) ____________. In the end, I have to admit that it was a **(12)** (satisfy) ____________ trip!

D Answer the questions. Use ***get*** + adjective or ***get*** + past participle.

What happens if you don't get enough sleep at night?
I get very tired during the afternoon.

1. What happens if you don't do your homework?
____

2. What will you do if your friends never call you?
____

3. What happened when you got a good grade on a test?
____

4. What happens if you never leave your house?
____

5. What will happen if your friend falls over in the mud?
____

6. What will happen if you accidentally fall down in front of your whole class?
____

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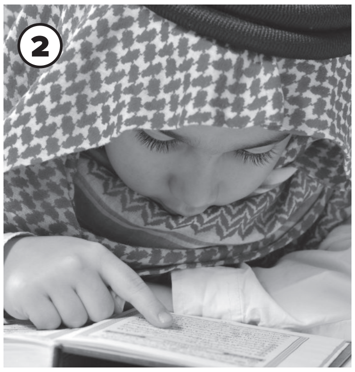
E Write two ***the***...***the*** comparative sentences for each picture.

1


2

3

4

5

a. *The more you practice, the better you get.*

b. *The older you get, the taller you get.*

1. a. ______

   b. ______

2. a. ______

   b. ______

3. a. ______

   b. ______

4. a. ______

   b. ______

5. a. ______

   b. ______

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F Finish the sentences. Use a present or past participle, ***get*** + adjective, ***get*** + past participle, or a ***the***...***the*** comparative.

I get impatient *when I have to wait for someone* ______.

1. ______ are exciting.
2. The later it gets, ______.
3. I got frustrated ______.
4. Jokes ______.
5. My mother gets worried ______.
6. ______ is depressing.
7. The longer I wait, ______.
8. History class ______.
9. The more I go to school, ______.
10. Scary films ______.

G Complete the conversation with the phrases from the box.

cheer him up	**getting to**	**killer**	**You blow me away**
Do you get it	**I have a good one**	**To tell you the truth**	

Adnan: Hey, Fahd!

Fahd: What's up, Adnan?

Adnan: Not much. Are you ready to go? It's going to be a **(1)** ______ game!

Fahd: I know! I'm so excited! Wait...where's Ali? I thought he was coming with us.

Adnan: Nah. Ali didn't feel like going. He's been a bit down lately. He says all the studying is **(2)** ______ him.

Fahd: Oh. That's too bad! Maybe we can go and **(3)** ______. I'll tell him some jokes.

Adnan: That's a great idea!

Fahd: Actually, **(4)** ______.

Adnan: OK. Let's hear it.

Fahd: Two men are talking. The first man says, "My cat has no nose." The second man asks, "How does it smell?" and the first man replies, "Terrible." **(5)**______?

Adnan: Yeah, of course I get it! That was funny! **(6)**______, Fahd! Where do you get these jokes?

Fahd: **(7)**______, I look them up on the Internet.

Adnan: Hmmm...maybe I'd rather not know. C'mon, let's go cheer up Ali!

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H READING

Read the article. Then match the words and definitions.

How to Write a Funny Joke

In order to learn how to write a joke that will make people laugh, you first need to consider what makes a joke funny. One common type of joke is one that shows the **irony** of a situation. This is when the listener's **assumptions** about the world are the opposite of the reality in the joke. In addition, you will need to consider your **audience**. You will get more laughs over different types of jokes with your friends at school than you will with your grandparents.

The Setup: Setting up your joke is important. The setup should tell the audience who the characters are. Also, if it's relevant, it should tell us where and when the joke is happening. Next, the joke should go on to explain the details of the situation. Be careful not to make your joke too long or too confusing. Keep it simple and **stick to the point**. Also, effective jokes have easy ways to differentiate the characters, like *the first man* and *the second man*, or *the father mouse* and *the young mouse*.

The Punch Line: The first rule in writing a good joke is that every joke needs a punch line and, more importantly, a *punch word* to make the audience laugh. The punch line *turns* the idea of the joke. Suddenly, the audience can see that their assumptions are different than the reality of the situation in the joke. In a well-written joke, the punch line is the last line of the joke, and the punch word is the last word of the punch line. This is important because otherwise people don't know when to laugh. They will start to laugh, but then stop because they will think that the joke is not over yet.

Looking at a Joke: Now let's look at the joke about the parrot that attends a lecture. It's on the first page of Unit 9 of your Student Book. The joke starts:

A student with a parrot on his shoulder leaves a lecture theater. Another student follows him...

This gives us a clear picture of who the characters are (a student, a parrot, and another student), where the characters are (outside a lecture theater), and when it is taking place (after the lecture).

The joke continues:

He stops him and says, "I'm sorry to bother you, but I have to say, I was astonished by your parrot's remarkable reaction to the lecture on ancient history. He seemed frightened at the frightening parts, sad at the depressing parts, fascinated at the interesting parts, and amused at the funny parts. I could have sworn I even heard it laugh. I have to say, I was amazed. Don't you find it surprising?" "Yes," he replies, "I was very surprised..."

This is the body of the joke. It explains what has happened. (The parrot was listening to the lecture and seemed to understand it.) It also gives us a clear picture of the other student's assumption (which is likely shared by the audience) that parrots shouldn't be able to understand lectures. The student's question "Don't you find it surprising?" **indicates** that he assumes the student with the parrot will agree with him, and when he says "I was very surprised" it seems to be confirmed.

The joke finishes:

He hated the class!

"He hated the class!" is the punch line, and "class" is the punch word. By mention of the word "class" the audience knows that the parrot can attend class, and the student thinks it's normal. This **juxtaposes** the assumption of the listener with the reality of the situation, which in turn, makes the audience laugh!

1. ____ irony
2. ____ assumption
3. ____ audience
4. ____ stick to the point
5. ____ indicate
6. ____ juxtapose

a. be a sign of
b. when the reality is the opposite of the meaning
c. guess
d. put beside; contrast
e. people that are listening or watching
f. stay on topic

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I Read the jokes and choose the best punch line. Underline the punch word.

Which tire was flat?	**Who was driving?**	**I won't have to write anything, right?**
The chemical formula!	**I am... Tess.**	**I am the ninth letter of the alphabet.**
Well, you told us it's H to O.	**I won't get sick.**	**What happened to all the books?**
You don't have any books.		

Four high school boys were late for their morning classes. After lunch they reported to the teacher that they had had a flat tire on the way to school.
Much to their relief, the teacher smiled and said: "Well, you missed the test, so sit down and take out a piece of paper." He waited for them to sit down.
Then he said: "First Question:
_______________________________________"

Teacher: Brian, what is the chemical formula for water?
Brian: H I J K L M N O.
Teacher: What are you saying?
Brian: _______________________________

Teacher: Tess, give me a sentence starting with "I."
Tess: I is...
Teacher: No, Tess... Always say, "I am."
Tess: All right...
____

A class of fifth graders was riding along in a school bus, happy to be on an educational trip. The teacher told them that they would write about what they saw for their homework. Most of them were looking out the windows and pointing to different things. All of a sudden, the teacher noticed that a boy was sitting on the floor, between the seats, with his hands over his eyes. "Why are you sitting like that? Are you OK?"
"Well," said the boy, "if I don't see anything,
_______________________________________"

Student: Mr. Smith, I ain't got no books.
Teacher: Young man, you mean, I don't have any books. You don't have any books. We don't have any books. They don't have any books. Do you see what I'm getting at?
Student: I think so.
____

1. Which joke do you think is the funniest? Why?

____

2. Which joke is the least funny? Why?

____

3. Which joke can you improve? How? Make any changes that you think are necessary.

____

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J Write as many words as you can to describe the picture. Imagine what the student is thinking. Write sentences to tell his thoughts, and show how one thing has an effect on a second thing, e.g.
The more I read about Ibn Battuta, the more I understand about his travels.

Action words (verbs)	Describing words (adjectives)

1. ______________________________

2. ______________________________

3. ______________________________

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K WRITING

Now it's your turn to write a joke. Use the information in the article to help you.

1. Before you write, plan out the details of your joke in the chart.

Main characters	
Where (optional)	
When (optional)	
Situation	
Audience assumption	
Reality of the situation	
Punch line	
Punch word	

2. Now write your joke. When you finish, read it to a classmate to see if it's funny!

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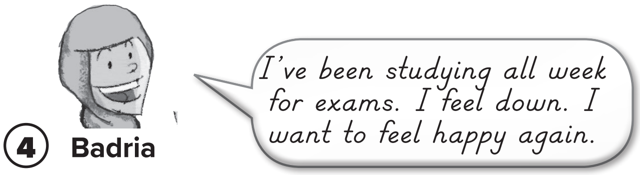
L Look at the picture. Use the information in the thought bubbles to complete the wishes and regrets of each person. More than one answer may be possible.

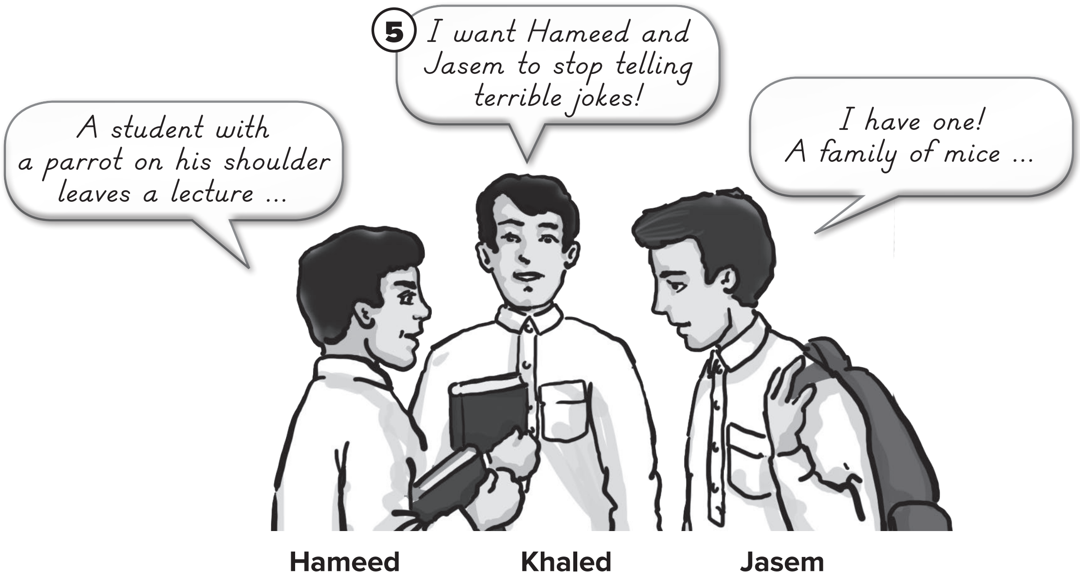
1. Fatima wishes ______________________________

2. Nawal regrets ______________________________

3. Aisha wishes ______________________________



4. Badria wishes ______________________________



5. Khaled wishes ______________________________

M Circle the correct words to complete the sentences.

I was (so / such) amused that I cried with laughter.

1. He was (**so** / **such**) a small child that people sometimes thought he was a baby.
2. It was (**so** / **such**) long ago that I can't remember it.
3. She knew (**so few** / **so little**) people that nobody noticed she was missing.
4. He looked (**so much** / **so many**) like a well-known TV comedian that people would often ask for his autograph.
5. It was (**so** / **such**) a funny show that I watched ten episodes one after the other.
6. It was (**so** / **such**) a difficult test that many students didn't pass.
7. I was (**so** / **such**) tired that I don't even remember getting into bed.

N Complete the sentences.

The TV show **is so funny that** *everyone in my class watches it .*

1. __________ is so smart that ____________________
____________________________________.
2. __________ is such a funny person that ____________________
____________________________________.
3. __________ was such an enjoyable experience that ____________________
____________________________________.
4. __________ are so entertaining that ____________________
____________________________________.
5. __________ was such a fun time that ____________________
____________________________________.

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EXPANSION Units 7–9

A Complete the sentences with the words from the box.

claustrophobic	**irritated**	**pediatrician**	**reality check**
downsize	**killer**	**psyched**	**shelter**
genuine	~~**nurturing**~~	**quirky**	**spectators**

My mother is the most ___*nurturing*___ person I know. She loves taking care of our family.

1. Now that all their children have grown up and moved away, Iris and Lou have decided to ______________________. They are going to sell their big house and buy a small condo.
2. John hates driving through tunnels. They make him feel closed in and ______________________ . He'd rather take a longer route just to avoid them.
3. Abdullah thinks he's going to win the talent competition. But if you ask me, he needs a ______________________ because there are lots of people in it who are far more talented than him.
4. I'm going on a trip to Argentina next month and I'm ______________________. I can't wait!
5. There were lots of ______________________ at the football game last night. The whole town came out to watch the game.
6. James is so ______________________. You just never know what to expect. He's really one of a kind!
7. There's a fly that keeps buzzing around me and it won't stop! I'm really getting ______________________ . Where's the insect spray?
8. Clark just got a ______________________ new snowboard! He's already planning to go to the mountains this weekend. He can't wait to try it out!
9. Sahar really loves children and she's interested in the medical field, so she decided to become a ______________________.
10. This is a ______________________ pearl. You can tell it's real because if you rub it against your teeth, it feels gritty.
11. If you are outside and you hear or see a thunderstorm, you should find ______________________. However, you should never get under a tree.

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B Put the new adjectives in the correct place in each sentence.

Janet is a little girl. (polite) *Janet is a polite, little girl.*

1. That's a nice car! (new) ______
2. I can't find my black shoes. (leather) ______
3. The little penguin jumped into the water. (black and white / cute) ______
4. I bought a beautiful chair. (velvet / French) ______
5. The gray mouse ran into a hole. (little / frightened) ______
6. My old bike is ready to retire. (racing / blue) ______

C Read each scenario. For each one, write a complaint with ***too*** and a complaint with ***enough***.

It has been snowing for days. It's cold out and you are sick of being stuck inside. It's difficult to walk anywhere because there is so much snow on the ground.

a. *It's snowing too much.* **b.** *There's not enough to do.*

1. Faisal is on a football team. He has practice every day for three hours. He likes football, but he is starting to get behind at school because he doesn't have any time to study.
   a. ______ **b.** ______
2. Kevin thinks he's really funny. He's always telling jokes. Even when his friends are upset and need advice, he jokes around.
   a. ______ **b.** ______
3. Your parents just bought a new house. It's really big, which is nice, but you are sleeping on the first floor and they are sleeping on the third floor. You are frightened.
   a. ______ **b.** ______

D Complete each sentence. Use a gerund as the subject of each sentence and a present participle as an adjective.

Watching comedies **is amusing.**

1. Skateboarding ______.
2. Going to the basketball game ______.
3. ______ is embarrassing.
4. ______ is disappointing.
5. Winning a gold medal ______.
6. ______ is boring.

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E Complete the sentences with the superlative and the present perfect.

That was ___the funniest___ **(funny) joke I** ___have ever heard___ **(hear / ever).**

1. It's ______________________ (big) house they ______________________ (see / ever).
2. That was ______________________ (irritated) Randy ______________________ (feel) in years.
3. He is ______________________ (annoying) person Bill ______________________ (meet / ever).
4. That's ______________________ (cool) car I ______________________ (see / ever).
5. It's ______________________ (uncomfortable) couch we ______________________ (own).
6. It must be ______________________ (bad) sitcom that ______________________ (be / ever) on TV.
7. This is ______________________ (tired) I ______________________ (be) in a long time.
8. This is ______________________ (frustrated) I ______________________ (see / ever) them.

F Read the conversation. Circle the correct adjectives.

Jamal: Hey Abdullah, what's wrong?

Abdullah: Oh nothing. I'm just (exhausted / exhausting). I've been working all week. It's really **(1)** (annoyed / annoying).

Jamal: That sounds **(2)** (depressed / depressing). Will you get a break this weekend? There's an **(3)** (interested / interesting) restaurant opening.

Abdullah: I would like to, but I have to take care of my little brother. I'm really **(4)** (disappointed / disappointing) because I need a break.

Jamal: Well, maybe you can do something **(5)** (entertained / entertaining) with your little brother.

Abdullah: Yeah, we'll probably go downtown. The only thing is that I'm **(6)** (embarrassed / embarrassing) to be seen hanging out with a twelve-year-old.

Jamal: Really? That's **(7)** (puzzled / puzzling). I'm sure people will admire you for taking care of your little brother!

Abdullah: That's true. Hopefully I won't be too **(8)** (irritated / irritating) by hanging out with him all weekend.

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EXPANSION Units 7–9

G Read the account of a real incident that caused a lot of laughter and answer the questions.

My father was sitting at his desk, talking to a patient. He was a dedicated medical doctor and used to get very absorbed in his work. This often prevented him from noticing other mundane things around him, such as untidiness, worn out hinges, nails that were about to come off the wall, etc.

Anyway, he started looking for some medication that he had left on his desk. He was obviously not happy when he realized that someone must have gone in to tidy up in his absence, against his express wishes not to touch anything on his desk. Feeling quite annoyed he banged his hand on the desk, upon which the patient was startled and jumped up as a large painting that was on the wall over my father's chair and desk, came down, was ripped when it landed on his head, and ended up resting on his shoulders like a huge rectangular collar. Fortunately, he was not hurt. It was a very old oil painting and the canvas must have been quite fragile.

The patient, who was initially horrified, stood there trying to suppress his laughter with my father glaring at him, livid with anger, until he stole a look in the mirror diagonally opposite his desk and saw himself collared by the painting, with his head sticking out. He started laughing so hard, they couldn't get the painting off him. And as this kind of laughter happens to be quite infectious everyone who was there witnessing the scene couldn't stop laughing either. He later said that the sight was so surreal, he could not help himself. He never had another painting above his desk after that, but would chuckle for months when he entered his office and saw the mark on the wall. He grudgingly let someone paint the wall nearly a year later.

1. Where did the incident take place?

____.

2. Who were the people involved?

____.

3. What caused the painting to fall?

____.

4. Did anyone get hurt?

____.

5. What was the doctor's initial reaction?

____.

6. What caused him to start laughing uncontrollably?

____.

7. Why do you think he wanted to keep the mark on the wall?

____.

8. What would you have done if you'd been in his position?

____.

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H Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences about the picture using some of your words.

Naming words (nouns)	Action words (verbs)	Describing words (adjectives)	Place words (where)	Time words (when)

1. ______________________________

2. ______________________________

3. ______________________________

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EXPANSION Units 7–9

I WRITING

Write about a time you couldn't stop laughing. Explain what happened that made you laugh so hard.

1. Before you write, use a cause and effect chart to organize your ideas.

Cause	Effect

2. Now write your essay. When you've finished, re-read your essay and delete unnecessary words and phrases.

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10 You Are What You Eat

A Complete the sentences with the words from the box.

aroma	**~~delicacy~~**	**licensed**	**peak**
bitter	**distinguish**	**locks in**	**toxins**

Did you know that camel humps are a _____*delicacy*_____ in China? They are usually boiled before they are served, but they are sometimes eaten raw!

1. Paint has lots of ____________________ in it, so you should try not to breathe in the fumes.
2. Tom wants to get ____________________ to fish so that he can catch some of the food his family eats.
3. It's true that I can run 5 kilometers now, but years ago, when I was at my ____________________, I could run 10 kilometers.
4. I put a lot of sugar and milk in my coffee, because otherwise it tastes too ____________________.
5. Some people say that you should soak a turkey in salt water before you bake it. Apparently, this ____________________ all the juice, so it doesn't get dried out in the oven.
6. The ____________________ of fresh baked bread in the kitchen is making my mouth water.
7. My mother is such a gourmet cook that it's difficult to ____________________ between her cooking and restaurant cooking.

B Answer the questions.

1. What are two things people need to be licensed to do?

____

2. What's an aroma that you like? What's one you don't like?

____

3. Give an example of a bitter food.

____

4. Give an example of a sour food.

____

5. Give two examples of delicacies.

____

6. Why are toxins bad for us?

____

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C Find the phrasal verb in each sentence. Write ***V*** above the verb, ***P*** above the particle, and ***O*** above the object in each sentence. If there is a preposition, write ***Prep*** above it.

V P O
Todd, would you wake up your sister? It's time for breakfast.

1. I'm starving! Let's whip up a snack!
2. Don't you think we should talk it over?
3. I need to catch up on my favorite TV show.
4. This calls for a celebration!
5. After a big meal, I usually go running to try to burn it off.
6. I gave up eating meat a year ago.
7. My mother needs to come up with a menu for the dinner celebration.
8. Cheese was on sale at the store, so I loaded up on it.

D Use the phrasal verbs and objects to complete the conversation. Change the order of the words in each item.

Mohammed: Hey Jasim, have you ever (becoming / thought / a vegetarian / about) ___thought about becoming a vegetarian___?

Jasim: Not really. I think it would be difficult to **(1)** (meat / up / give) ____________.

Mohammed: It's actually not hard at all, and it's a way to **(2)** (down / cut / foods / on) ____________ that are high in fat and cholesterol.

Jasim: I just feel like I would **(3)** (run / of / energy / out) ____________ or **(4)** (a cold / down / with / come) ____________ if I didn't get nutrients from meat.

Mohammed: Actually, most vegetarians **(5)** (load / on / up / other foods) ____________, such as vegetables, fruit, bread, and cheese, and those have nutrients in them too.

Jasim: That's true. But what if I **(6)** (turn / a health nut / into) ____________?

Mohammed: Well, there's nothing wrong with that! And anyway, I know you can **(7)** (up / lots of delicious foods / whip) ____________.

Jasim: Well, it might be fun, but I have to **(8)** (over / think / it) ____________.

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E Rewrite the sentences. Use a pronoun object in place of the noun object.

I think it's time to throw out the leftover chicken.
I think it's time to throw it out.

1. Bill's tired of pizza. Let's eat something else.
____
2. It's difficult to tell apart beef and buffalo meat.
____
3. She's trying to cut down on sugar.
____
4. Tom sent back his potatoes to the kitchen.
____
5. Yesterday, I came across peanut butter ice cream. It was delicious.
____
6. Jake is taking his parents out for dinner tonight.
____

F Complete the conversation with the words and phrases from the box.

come to think of it	**quite the**	**spread**
have a sweet tooth	**put you out**	**whip them up in no time**

Maya: Are you hungry?
Lisa: A little.
Maya: I can make a snack. How about some nachos?
Lisa: Oh, thank you, but I don't want to **(1)** ____________. You're busy with other things.
Maya: It's no trouble at all. I can **(2)** ____________! Really, I make them all the time and it's very fast.
Lisa: Thanks, I'd love some, but to tell you the truth, I **(3)** ____________. How about something sugary?
Maya: Oh, no problem. **(4)** ____________, I baked cookies this morning. I almost forgot! I also have some cake that I made yesterday and leftover pie from two days ago. Please help yourself to any of it.
Lisa: Wow! This is a huge **(5)** ____________! There are so many choices! You're **(6)** ____________ cook, aren't you? I'm impressed.
Maya: Oh, thank you! I just hope you'll save room for dinner!
Lisa: Well, I'll try, but I can't make any promises.

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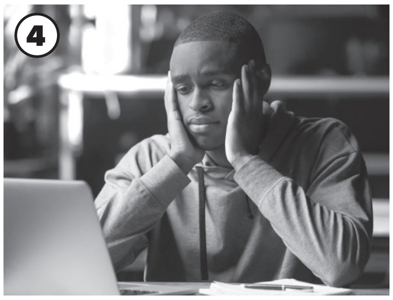
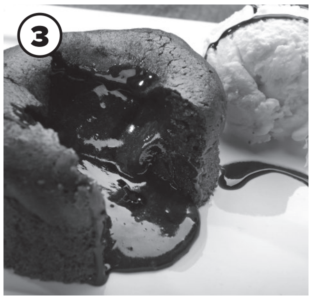
G Write a sentence about each picture using a phrasal verb and a noun object. Then rewrite the same sentence using a pronoun object instead.





a. *Don't forget to take the cookies out of the oven.*

b. *Don't forget to take them out of the oven.*

1. a. ______________________________
   b. ______________________________
2. a. ______________________________
   b. ______________________________
3. a. ______________________________
   b. ______________________________
4. a. ______________________________
   b. ______________________________
5. a. ______________________________
   b. ______________________________

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H READING

Read the article and answer the questions.

Where in the world?

Many of the fruits and vegetables we see on our supermarket shelves today are cultivated in most continents on the planet. But this wasn't always the case. Have you ever stopped to think where these foods were first grown?

Date

Dates have been a dominant part of people's diets in the Middle East for thousands of years. The date palm, the tree on which the fruit grows, is probably the most ancient cultivated tree in the world and may have originated in the region we now know as Iraq. Today, dates are widely cultivated across Northern Africa, the Middle East, and South Asia. The fruit isn't only delicious, it's also very nutritious: it contains protein and vitamins, and is high in potassium and fiber. Saudi Arabia is now one of the world's biggest producers of dates.

Tomato

People often associate them with Mediterranean cuisine, but tomatoes are native to Mexico and Central America. The Aztecs grew them back in the eighth century. In the sixteenth century, Spanish explorers introduced tomatoes to Spain, and the tomato's popularity spread quickly throughout Europe. The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first. In the nineteenth century, a British diplomat introduced tomatoes to the Middle East, and now Egypt is among the world's top tomato producers.

Orange

The fruit we know for its high Vitamin C content is actually a hybrid, meaning it was created by combining the genes of two fruits: the pomelo and the mandarin. Oranges are grouped into two basic types according to their taste: the sweet orange and the bitter orange. When most of us talk about oranges, we actually mean the sweet orange, which is the fruit we eat and squeeze to make fruit juice. Bitter oranges are used in Chinese medicine and to make marmalade. Oranges originated in Southeast Asia, in a region including the northeastern part of India, southern China, and northern Myanmar. Today, Brazil is the leading producer of oranges in the world.

Avocado

Long before the avocado became a trendy item on restaurant menus, it was cultivated by the Aztecs. The avocado is an oily fruit, rich in vitamins A, B, and C. The fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "seaman's butter," because the fruit lasts for a long time and it was good for sea voyages. A significant number of resources are needed to cultivate the fruit, since an avocado tree takes three to five years to start bearing fruit. Today, Mexico is the largest producer and exporter of avocados in the world.

1. Why are dates considered nutritious? ______________________________
____
2. How did Europeans react when tomatoes were introduced throughout Europe? ______________
____
3. Where were oranges first cultivated? ______________________________
4. Why were avocados called "seaman's butter"? ______________________________
____
5. Which two Middle Eastern countries are among the world's leading producers of tomatoes and dates?
____

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I Read the list of ingredients for the pasta salad. Are there any ingredients that you don't like? What would you replace them with? Would you add anything?

Pasta salad

500 grams bow-shaped pasta
1 yellow, 1 red, and 1 green pepper, diced
1 cup parsley, finely chopped
½ cup spring onion, finely chopped
1 ½ cup mayonnaise or yogurt dressing
300-400 grams tinned tuna fillet
Salt
Pepper
Soy sauce and Tabasco sauce (optional)

Number the instructions in the right order.

______ Put the pasta in a large bowl and mix in the tuna and the vegetables. Add the mayonnaise and stir.

______ Add a dash of Tabasco sauce.

__1__ Boil the pasta in a large pan of water with ½ a tablespoon of salt and 1-2 tablespoons of olive oil for about 12-15 minutes.

______ Serve cold with slices of tomato and cucumber.

______ Rinse and let it cool in a colander.

______ Cover the bowl with cling wrap or foil and leave it in the refrigerator for about two hours.

______ Chop parsley and spring onions finely, dice the peppers, and put them in a bowl.

______ Add salt, pepper, and a dash of soy sauce.

______ Take the tuna out of the tin and mash it with a fork. Then mix it in with the chopped vegetables.

J Answer the questions.

1. Do you always have a salad with your meal? What kind of salad?

____

2. Do you always have dessert? What kind of dessert do you prefer?

____

3. Which vegetables are more popular in your country? Why?

____

4. Which meat dishes are more popular? Why?

____

5. Is yogurt a staple in people's diets? Why? Why not?

____

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K Study the pictures and write down as many two-word and three-word phrasal verbs as you can. Use the phrasal verbs to write sentences about the pictures.

Two-word phrasal verbs	Three-word phrasal verbs

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

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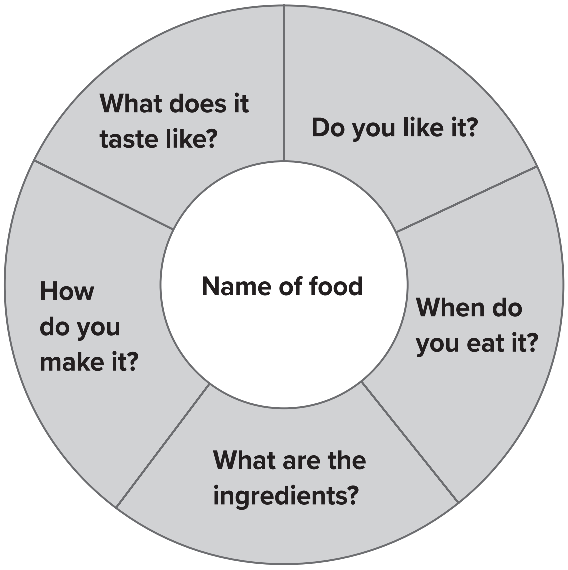
L WRITING

Write a description of a famous dish in your country. Answer the following questions in your essay.

- What is the name of the food?
- What are the ingredients? How do you make it?
- What does it taste like? Do you like it? Why or why not?
- When do people usually eat it? (For example: breakfast, lunch, or dinner? During a special holiday? As a snack?)

1. Before you write, make notes in the graphic organizer.



2. Now write your essay. Use your graphic organizer to help you.

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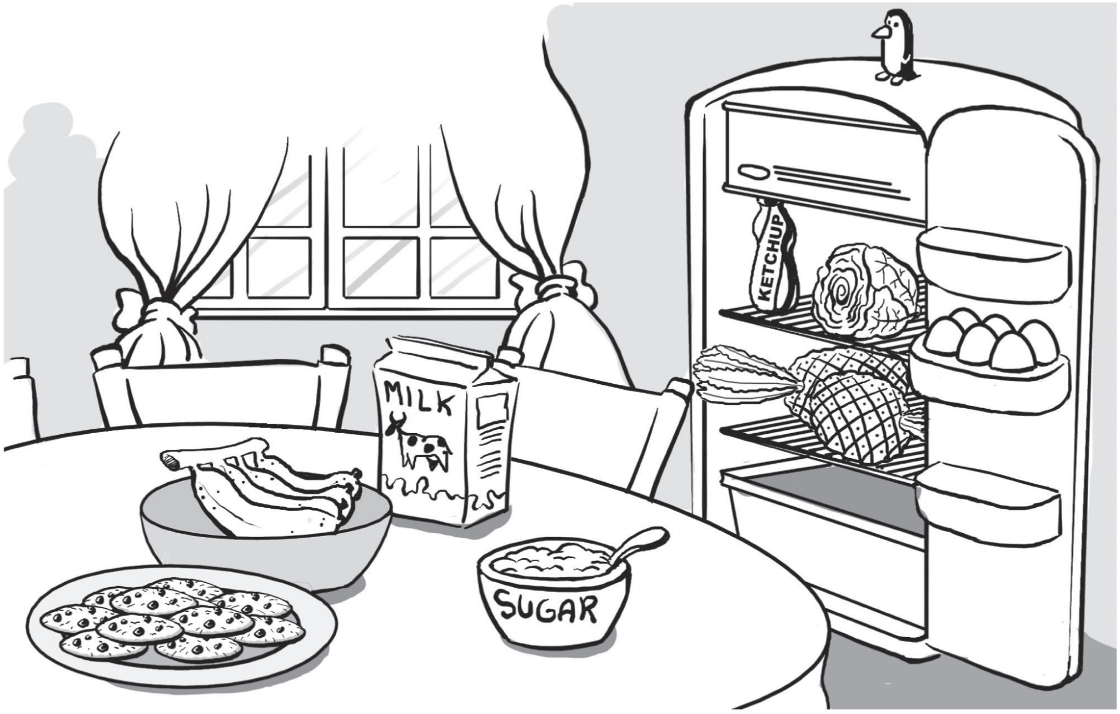
M Mark the nouns with *C* for count or *N* for noncount.

1. _____ meat
2. _____ banana
3. _____ eggs
4. _____ milk
5. _____ sugar
6. _____ cookie
7. _____ ice cream
8. _____ juice
9. _____ pineapple



N Look at the picture in M. Write about the foods.

juice
Q: *Is there any juice?*
A: *No, there isn't any juice.*

pineapple
Q: *Are there any pineapples?*
A: *Yes, there are some pineapples.*

1. meat
Q: ______________________________?
A: ______________________________.

2. eggs
Q: ______________________________?
A: ______________________________.

3. ice cream
Q: ______________________________?
A: ______________________________.

4. sugar
Q: ______________________________?
A: ______________________________.

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O Read each group of words. Write the word which does not belong.

1. margarine	sugar	vanilla	spoon	cocoa	________________
2. oven	bowl	chop	pan	cup	________________
3. stir	eggs	add	mix	mash	________________
4. half	minutes	a quarter	degrees	taste	________________

P Complete the recipe with a word from **O**. More than one answer may be possible.

Brownies

Ingredients	Directions
¾ cup of margarine 1 ½ cups sugar 1 ½ teaspoons of vanilla 3 eggs ¾ cup flour ½ cup dark cocoa ½ teaspoon baking powder ½ teaspoon salt	**(1.)** _Mix_ the margarine, sugar, and vanilla in a **(2.)** ____________. Add the eggs, and mix well. After that, **(3.)** ____________ the flour, cocoa, baking powder, and salt and mix well. Put the mixture into a baking **(4.)** ____________, and bake it in a hot **(5.)** ____________ at 180° C (350° F) for 40 to 45 **(6.)** ____________.

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11 Amazing Animals

A Complete the sentences with the words from the box.

abstract	**bond**	**pampered**
adapted	**duration**	**released**
~~affectionate~~	**embraced**	**residence**

Birds can be very ______affectionate______ towards their babies. They sit close to them and feed them until they are ready to leave the nest.

1. When I go to college next year, I am hoping to get an on-campus ______________________ because I want to live near all the other students.
2. Today he is going to get himself totally ______________________. He's going to get his hair cut, and his thobe cleaned and starched.
3. I prefer art that shows animals and scenery to ______________________ art. I like to know what I'm looking at.
4. The baby birds will be ______________________ into nature again after they learn to fly. We must be sure they will be able to survive out in the wild.
5. I was so happy to see my brother that I ______________________ him when I got home from vacation.
6. Many people form a very strong ______________________ with their pets.
7. My sister had to have surgery last week. Even though the ______________________ of the surgery was only 20 minutes, it seemed like a really long time.
8. We ______________________ well to living in a new house. My father was worried that it would be difficult for us to adjust to the new place.

B Answer the questions.

1. When do you usually embrace someone?____

____

2. Who do you know that is affectionate? Describe him or her. ______________________________

____

3. Do you like abstract art? Why or why not? ______________________________________

____

4. Describe your current residence. ____

____

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C Complete the sentences with the active or passive form of the verbs in parentheses.

Cockatoos can ___live___ **(live) to be 100 years old.**

Cats can ___be left___ **(leave) alone overnight.**

1. Some animals shouldn't ______________ (feed) chocolate.
2. We may ______________ (get) a parrot.
3. Hunting licenses must ______________ (purchase) at City Hall.
4. You can't ______________ (buy) another parrot. You have 3 already!
5. Pets must ______________ (feed) every day.
6. Small birds should ______________ (keep) in cages.
7. You have to ______________ (clean) your parrot's cage every week.
8. The new store will ______________ (open) tomorrow.

D Change the sentences from active to passive voice. Use a passive modal or a passive reporting verb.

Bears can smell food from great distances.

Food can be smelled by bears from great distances.

1. You can use Bear Spray if a bear approaches you in the wild.

____

2. People should not feed wild animals.

____

3. A bell may warn a bear.

____

4. People must keep their food up in trees.

____

5. You have to clean up the food from your campsite.

____

6. People must not leave garbage behind.

____

7. People say that bears follow the scent of food.

____

8. You shouldn't leave the trail at any time.

____

9. People believe that running from bears is more dangerous than standing still.

____

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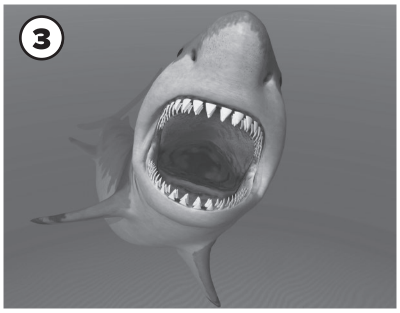
E Write two sentences about each picture. Use a passive modal or a passive reporting verb in each one.



a. *It is believed that climate change caused the dinosaurs to become extinct.*

b. *Dinosaur fossils must be studied to find out why the dinosaurs became extinct.*

1. a. ______________________

b. ______________________

2. a. ______________________

b. ______________________

3. a. ______________________

b. ______________________

4. a. ______________________

b. ______________________

5. a. ______________________

b. ______________________

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F Correct the error in each sentence.

found
Dolphins can be ~~find~~ in oceans around the world.

1. Dolphins considered to be one of the most intelligent animals.
2. It is says that dolphins evolved 10 million years ago.
3. Even though dolphins are friendly, people should careful when swimming near them.
4. Sounds from very far away is can heard by dolphins.
5. It believed that dolphins need to live in groups to be happy.
6. Tricks can is teached to dolphins.
7. Dolphins must keep in saltwater.
8. Tuna should been bought from companies that practice dolphin-safe fishing.

G Complete the conversation with the phrases from the box.

24/7	**back to the drawing board**	**calling the shots**
get to the point	**hang in there**	

Badria: I found this cat outside our apartment door yesterday.

Mariam: Really? Did you call the building security? You can give them its tag number and they'll tell you who it belongs to.

Badria: I did call them, but they said its tags weren't valid. So it was **(1)** ______________________.

Mariam: Well, maybe you could call the animal shelter.

Badria: Actually, I already did that too. They said they are very busy because people are finding stray cats **(2)** ____________________. They will only keep it for three days before they put it to sleep.

Mariam: Really? That's so fast!

Badria: I know. I think so too, but I'm not the person **(3)** ______________________ at the shelter, so there's nothing I can do about it.

Mariam: Well, if I were you, I'd try to find someone to adopt it.

Badria: Good idea. So, let me **(4)** ____________________. Are you interested in adopting this cat?

Mariam: Me? Actually, my mom won't let me have a cat. I'm sorry. But **(5)** ______________________! Somebody will want to adopt it.

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H READING

Read the article. Then answer ***true*** or ***false***.

Mythical Animals

There are many animals that are mythical, or not real. It is agreed that most mythical animals, such as a dragon or a unicorn, truly are myth. However, with others, such as Bigfoot, the Chupacabra, and the Loch Ness Monster, there is more of a debate. Read on, and then you can decide for yourself if you think they are real or myth.

Bigfoot

There have been numerous sightings of a large, hairy creature known as Bigfoot. It is believed that this creature roams the forests of North America and looks like an enormous ape that walks on two feet. It is said that the same or similar creatures are found around the world under different regional names, most prominently the Yeti of the Himalayas. Witnesses have described Bigfoot as having large eyes and a large, low-set forehead. It is also reported to have a strong, unpleasant smell and enormous footprints. Bigfoot is believed to be omnivorous and mainly nocturnal. The scientific community considers Bigfoot to be a combination of folklore, misidentification, and hoaxes, rather than a real creature.

The Chupacabra

The legendary Chupacabra has puzzled zoologists for over 50 years. Stories of a strange beast drinking the blood of livestock were first reported in Puerto Rico in the 1950s. Since then, other sightings have been reported in Brazil, Chile, Mexico, and the U.S. Most eye-witnesses describe a beast that stands over one meter tall, which hops like a kangaroo on its hind legs. It is said to have leathery skin with long, sharp spines along its back. Witnesses also say that when alarmed, its red eyes glow and it gives off an unpleasant odor. Skeptics claim the Chupacabra is little more than a hoax or a mistaken identity, but others believe it actually exists.

The Loch Ness Monster

Thousands of people have reported seeing the Loch Ness Monster. This creature is said to live in the depths of the Scottish lake, Loch Ness, and supposedly resembles a dinosaur. The Loch Ness Monster first entered the public eye in 1933, when a newspaper published a full-page story about a couple who had been visiting Loch Ness and had seen a prehistoric animal with another animal in its mouth. Yet evidence of its existence is anecdotal, with minimal and much-disputed photographic material and sonar readings. The scientific community regards the Loch Ness Monster as a modern day myth, and explains sightings as a mix of pranks and wishful thinking.

1. ______ Many people think dragons are real.

2. ______ Bigfoot has mostly been seen in North America.

3. ______ Bigfoot looks similar to a goat.

4. ______ The Chupacabra attacks farm animals.

5. ______ The Loch Ness Monster is believed to live in a lake.

6. ______ Scientists think that the Loch Ness Monster is probably real.

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I **A.** What do you know about these mythical animals? Complete the sentences with the name of the right mythical beast.

Unicorns Pegasus Hydra The Sphinx Dragons

_______________ is a multi-headed serpent with blood and breath so poisonous that it could kill a man by simply blowing on him.

_______________ has the body of a lion and the head of a human.

_______________ are depicted by most cultures as beautiful white horses with a long, spiraling horn extending from the forehead.

_______________ are depicted as large reptiles that spit fire or let out poisonous gases through their nostrils.

_______________ is thought of as a beautiful winged horse.

B. Match and list the words that are associated with each mythical animal next to its name. Some words can be used with more than one or two animals.

multi-headed	**riddles**	**poisonous**	**guardian**	**horse**	**invincible**	**terrifying**
gentle	**mysterious**	**intellectual**	**horn**	**devour**	**purity**	**goodness**
symbol	**rainbow**	**winged**	**wise**	**courage**	**heroism**	**protector**

Hydra *invincible, terrifying*

The Sphinx _______________

Unicorns _______________

Pegasus _______________

Dragons _______________

C. Choose one of the mythical animals and write sentences about it.

____

____

____

____

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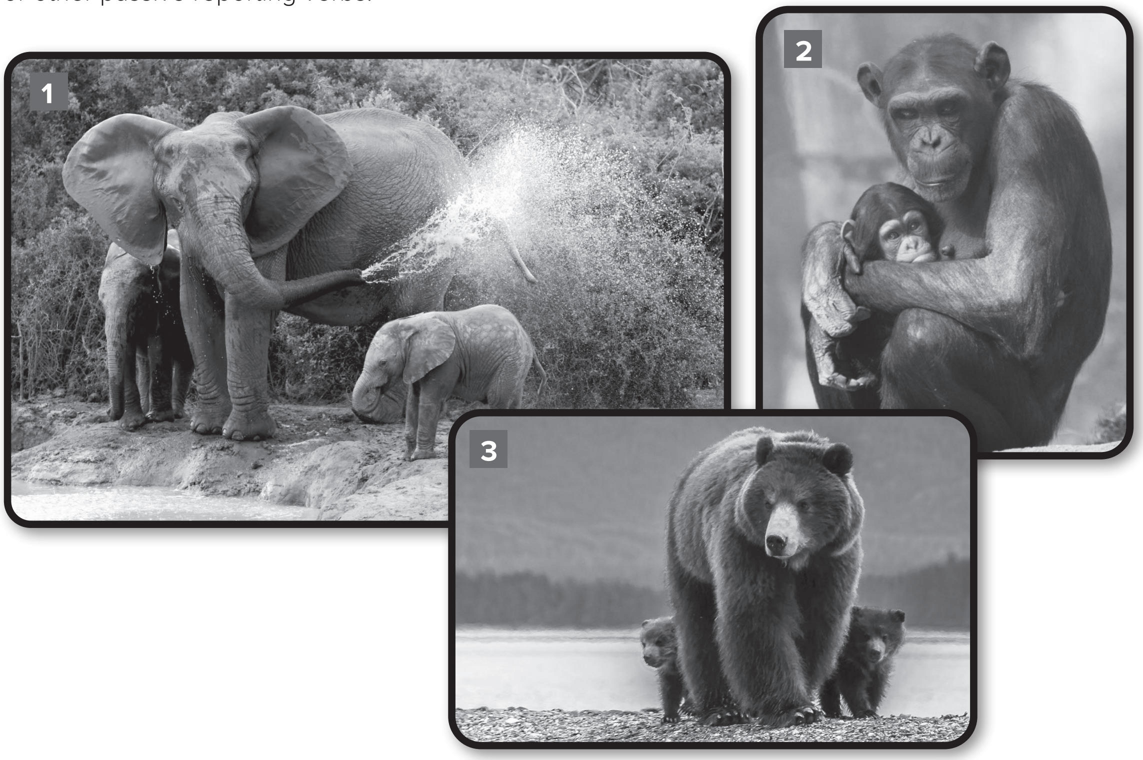
J Study the pictures and write notes about what you already know about each animal. Use your notes to write sentences about the animals. Start your sentences with: ***It is said***..., ***It is believed***..., ***It is thought***..., or other passive reporting verbs.



	What I already know about...
elephants	
chimpanzees	
bears	

1. **a.** ______________________________

b. ______________________________

2. **a.** ______________________________

b. ______________________________

3. **a.** ______________________________

b. ______________________________

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K WRITING

1. Choose a mythical animal to write about.
2. Before you write, use the chart to gather and organize your ideas. Remember to write what you already know about the animal in the ***K*** column, what you want to know in the ***W*** column, and what you learned from research in the ***L*** column.

K (Know)	W (Want to Know)	L (Learned)

3. Now write your essay. Use your KWL chart to help you.

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L Read the text and answer the questions.

The Great White: The World's Most Dangerous Fish

The great white shark is one of the oldest living species on Earth—it existed 350 million years ago. It is the largest and the most dangerous predatory fish, and it is the most feared by humans. Great white sharks can grow up to 20 feet (6 meters) long and weigh up to 4,400 pounds (2,000 kilograms). They have about 3,000 teeth arranged in several rows. When the front teeth break or fall out, these teeth are replaced by others from the next row. A shark's hearing is very sensitive, and they can hear their prey from many miles away. They can also detect one part per million of blood in seawater.

1. Which is the world's most dangerous fish?

____

2. How big can a great white shark grow?

____

3. How heavy can a great white shark become?

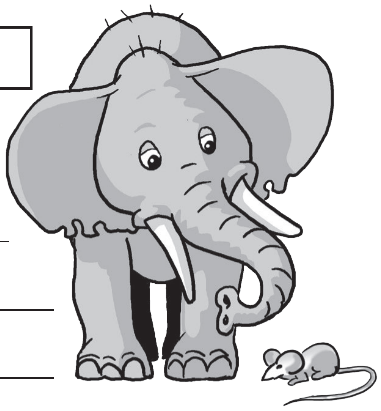
____

4. Which of the six senses are the most sensitive for this animal?

____

M Use some of the adjectives in the box below to write about another amazing animal.

dangerous	**fast**	**slow**	**big**	**heavy**	**tiny**	**intelligent**	**extinct**



____

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____

____

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N Correct the errors in the sentences.

1. I think the most suitable pet is either a cat nor a turtle.
2. Both my sister and my mother likes big cats.
3. Neither my uncle nor my brother liked the zoo, so they went to visit it again.
4. Both ‘Humphrey’ and ‘Koko’ is famous animals.
5. All the cheetah and the lion are fast animals.
6. Neither John or his parents will have the chance to visit Africa this year.
7. The wildlife documentary was neither popular nor interesting, and also it won an award.

O Rewrite sentences about the pictures so the meaning stays the same. Use paired conjunctions ***both...and, either...or,*** or ***neither...nor***.

1. Cats can run fast and so can mice.

____

____

2. Jon and Adel did not join the after-school Computer Club. Jon and Adel joined the after-school Creative Workshop instead.

____

____

3. Sam and Ali like fishing. Ali caught a fish but Sam didn’t.

____

____

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12 What Would You Do?

A Unscramble the words and phrases.

d t t e m e p ______ *tempted* ______

1. y o m r l a l ____________________
2. t a m e o t v i ____________________
3. s h a v i n ____________________
4. r a d e d ____________________
5. e g t y a a w h i t w t i ____________________
6. s p r e e l o b n s i ____________________
7. s e a n o r ____________________

B Write the words from exercise **A** next to their definitions below.

______ *responsible* ______**: be blamed for something; guilty for something that happened**

1. ____________________: wanted to do something (usually wrong)
2. ____________________: fear
3. ____________________: disappear
4. ____________________: think through something logically
5. ____________________: give someone a reason to do something; to get someone excited about something
6. ____________________: not be held responsible for something you do (usually wrong)
7. ____________________: ethically; related to what is right or wrong

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C Write the verbs in the correct tense to finish the hypothetical or past hypothetical conditional sentences.

If Ali hadn't sat out in the sun all day, he *might not have gotten* **(get) a sunburn.**

1. If he ______________________ (have) a fast car, he would drive at high speeds all the time.
2. If it hadn't rained all weekend, the game ______________________ (be) canceled.
3. If Sabah ______________________ (get) cold, she would have put on a blanket.
4. If he ______________________ (be) smart, he wouldn't drive so fast.
5. If we had reviewed our notes every day, we ______________________ (remember) the lesson better.
6. If I walked to school every day, I ______________________ (stay) in shape.
7. If I had the time, I ______________________ (learn) to speak French.
8. If I ______________________ (sleep) so late, I might have been finished by now.

D Finish the sentences. Use hypothetical conditionals or past hypothetical conditionals.

1. If I spoke English perfectly, ______________________.
2. If you hadn't forgotten to do your homework, ______________________.
3. ______________________, I would go to Paris.
4. ______________________, she might not have gotten sick.
5. If I were you, ______________________.
6. If he hadn't eaten so much, ______________________.
7. If money grew on trees, ______________________.
8. If she had taken the bus home from school, ______________________.
9. ______________________, I might have done well on the test.
10. If I found a wallet, ______________________.
11. If I had found your wallet, ______________________.
12. If the world were a perfect place, ______________________.
13. If my watch hadn't broken, ______________________.
14. ______________________, I wouldn't be here right now.

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E Complete the sentences with the correct verb form for unreal situations.

He looks as if he ___*were*___ (be) the King of Zyrdostan.

1. They behaved as though they ______________ (know) each other for years.
2. It looks as though they ______________ (be / not) here for a while.
3. He acts as if he ______________ (be) innocent.
4. I try to talk as if I ______________ (be) a few years older.
5. She laughed as if she ______________ (think) it was funny.
6. There was water all over the street, as though it ______________ (rain).
7. They walked right in, as though they ______________ (live) here.
8. She ran away as if she ______________ (be) offended.

F Write a sentence about each picture. Use the subject and verb given with ***as if*** or ***as though***.

(he / swim)

He swims as if he were a dolphin.

1. (he / act)

____

2. (he / drive)

____

3. (it / smell)

____

4. (he / act)

____

5. (it / look)

____

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G Imagine you were in these situations. Answer the questions using hypothetical conditionals or past hypothetical conditionals.

You are at the mall. You see your four-year brother take a small toy and put it in his pocket. What would you do? *I would take him aside and explain to him why it is wrong and make him put it back.*

You stayed up all night playing video games. The next day you took an English test and failed it. What would your mother have said if she had found out why you did poorly on the test? *If you hadn't stayed up all night playing video games, you wouldn't have failed your English test!*

1. Your parents bought you a new cell phone. You are really excited and decide to show it to your friends. As you are going to meet your friends, the cell phone falls out of your backpack into a busy street. A car runs over it and smashes it to pieces. What could you have done differently? ______________________________
____

2. What would your parents have said once they found out about the cell phone? ______________________
____

3. You are eating dinner at a nice restaurant. When it's time to pay, you realize you don't have your wallet with you. What would you do? ____
____

4. You are shopping in the mall. You accidentally knock over a glass and it breaks. Nobody saw you do it. What would you do? ____
____

5. You are shopping in the mall. You accidentally knock over a glass and it breaks. You don't think anybody saw you do it, so you walk away. As you are leaving, a security guard stops you and makes you pay for damages. If you had it to do over, what would you have done differently? ______________________________
____

6. You are taking a test in chemistry class. You studied hard for it. You know your best friend didn't study at all because he stayed up late last night watching television. You see him cheating on the test. What would you do? ____
____

7. You are walking out of the mall and you see a small pile of money. You pick it up and count it. There is over ⃁ 50. There are a lot of people around, but you don't think anybody saw you pick it up. You see a woman near the entrance of the mall checking her pockets and looking nervous, but you aren't sure if the money belongs to her. What would you do? ____
____

8. Your brother is the best player on the school football team. Your parents are very strict. If he doesn't get an A in every class, he is not allowed to play football. He has football practice every night, so you know he is very busy. He asks you to do his homework every day before class. What would you do? ______________
____

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H READING

Read the article. Then answer the questions.

Kohlberg's Theory of Moral Reasoning

A moral dilemma is a big problem or quandary that will have both positive and negative outcomes no matter what decision is made. *Kohlberg's Theory of Moral Reasoning* describes the development that people go through when making moral decisions. It has six sequential stages, meaning that they go in order, and that no stage is ever skipped. Kohlberg's theory is based on his research, which consisted of presenting the following *Heinz Dilemma* to his subjects and having them make a decision about what they would do:

A woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which was half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife. Should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not?

In order to determine which stage of moral reasoning each person was in, Kohlberg would focus on how they supported the decision they made, rather than the decision itself. The stages are as follows:

Stage 1: Obedience In this stage, the focus is on avoiding punishment. The rules for right and wrong are determined by parents and teachers. Example answer: *He should not steal the medicine, because he will go to jail.*

Stage 2: Self-Interest Subjects concentrate on their own needs and occasionally the needs of others. Fairness is present, but decisions are made based upon their own desires. Example answer: *Heinz should steal the medicine, because he will be happier if he saves his wife, even if he has to go to jail.*

Stage 3: Conformity People in this stage will emphasize being nice or good to gain approval from others. Example answer: *Heinz should steal the medicine because he wants to be a good husband.*

Stage 4: Social Systems People in this stage define right and wrong by doing one's duty to society. They are concerned with showing respect for authority and maintaining social order for its own sake. Example answer: *Heinz should steal the drug for his wife but also be punished for the crime. He should also pay the druggist what he is owed.*

Stage 5: Human rights In this stage, subjects are concerned with human rights. They try to define moral values apart from the authority of the group. Example answer: *Heinz should steal the medicine because everyone has a right to choose life, regardless of the law.*

Stage 6: Universal Human Ethics In the final stage of moral development, subjects follow self-chosen ethical principles that are valid and applied universally. Example answer: *Heinz should steal the medicine, because saving a human life is a more important value than the property rights of another person.*

1. Read the Heinz dilemma. What would you do if you were Heinz? Why?

____

____

2. Now read the stages again. Which stage of moral development are you in right now?

____

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I **A.** Read Carl's dilemma and answer the questions.

Carl was studying as his younger brother Sid played nearby. He had promised to keep an eye on his brother until their parents came back.

Suddenly, the phone rang; it was Mitch, Carl's best friend. Mitch wanted to come over and show Carl a new gadget that he had just bought. Carl looked at the time. He would have to get his brother ready for bed. This was all his idea. He had suggested that they stop using a babysitter as he could look after Sid. As expected, their father suggested that Carl get an additional allowance for his help.

Their parents were not due back for at least an hour. He needed about 20 minutes to feed Sid and then put him to bed, so that would probably leave another half hour if he didn't read a story to him. But without a story, Sid would probably refuse to go to sleep. He could, of course, give him that model car that he liked so much. It had small parts and it wasn't supposed to be safe, but Sid was very careful with things like that. A prized model car for a story...Was it a good deal? But he did want to see Mitch's new remote control for his game console. He was interested in using his extra allowance to buy one himself.

He decided to give the car to Sid. By the time he made up his mind, Mitch had arrived. Carl realized that he hadn't fed his brother. He asked Mitch to wait, went into the kitchen and warmed up some milk. He put some cookies on a plate and gave them to Sid. Sid took one sip of milk, dropped the cup on the carpet, and started crying. The milk was too hot. Mitch suggested they give Sid some ice cream to soothe him. So Sid had ice cream for dinner, and the model car. All was well.

When their parents returned, they found Mitch and Carl playing. They knew Mitch and were happy to see that Carl had company. They asked him if he'd fed Sid and put him to sleep.

Carl said he had. All of a sudden, they heard a choking sound from Sid's room and ran upstairs. Sid was sitting on his bed hanging onto the model car, choking on a part he had pulled off.

"Sid," said the mother. "It's all right, hang on. Why did you take Carl's car? I've told you not to."

1. What did the mother assume?
2. What was Carl's dilemma at that point?
3. Did Carl betray his parents' confidence in him? Why? Why not?
4. Did he betray his younger brother? Why? Why not?

B. Read the story again and make notes on each event and its effect(s).

	Event / Cause	Outcome / Effect
1.	*the phone rang*	*Carl wanted to see his friend's new gadget.*
2.		
3.		

What would you have done? Do you think Carl made the right decision?

If you don't agree, what do you think he should/shouldn't have done? Why? Why not?

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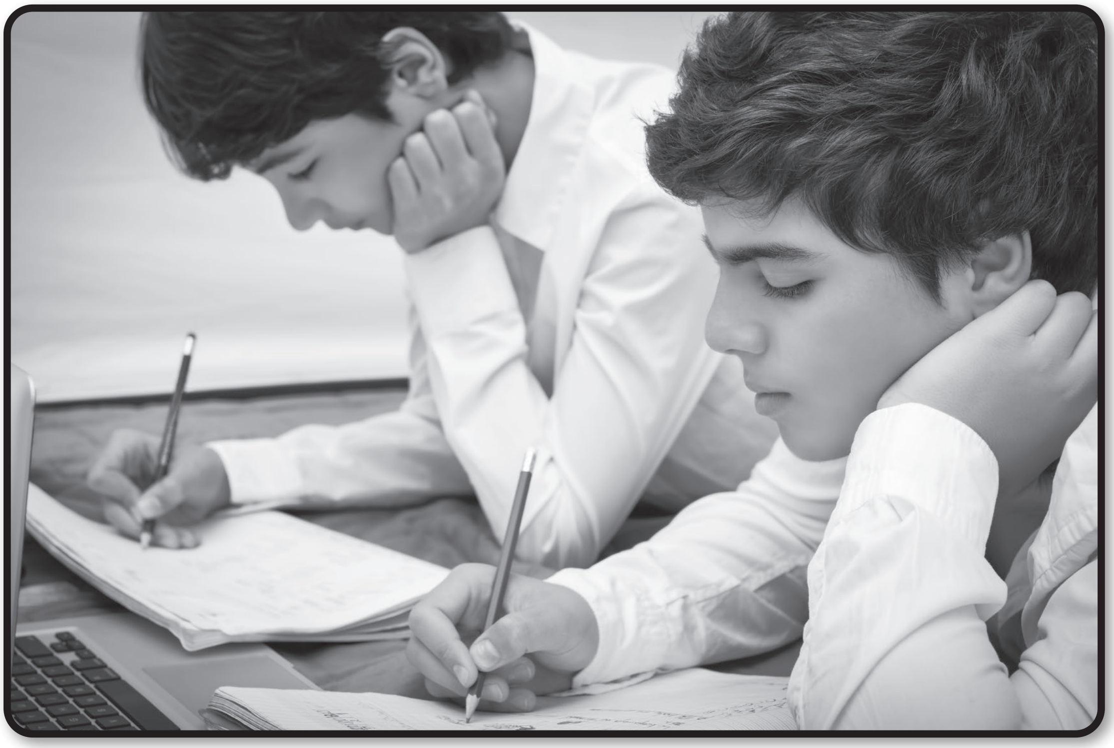
J Study the picture and imagine how the students feel about the test. Write notes on the cause and effect of their actions before writing the test. Then write sentences to describe what they could have done differently to feel better about the test. Use past hypothetical conditionals.



Cause	Effect

1. ______________________________

2. ______________________________

3. ______________________________

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K WRITING

Write about a time you faced a dilemma. How did you make a decision about what to do?

1. Before you write, make notes in the chart.

Describe the dilemma.	
What did you decide to do?	
How did you make your decision? What factors did you consider?	
How would things have been different if you had made a different decision?	
How old were you? Where would you have fit into Kohlberg's Theory?	

2. Now use your notes from the chart to write your essay.

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L Complete the online blog about 'Ethics and Technology'. Use the verb in parentheses and future progressive or future perfect tense.

The technology is ready now, but are we ready for it?

Technology has completely changed the way we live and work and it will continue to do so in the future. According to a market forecast, five years from now, e-Learning _will have reached_ (**1.** reach) a volume of nearly 6 billion dollars in the highest buying markets. This amount will be spent on packaged content, development services, learning platforms, tool hosting services, authoring software, and platform installation. Higher education ______________ (**2.** become) the largest buyer by the end of the forecast period. More than 3 million students in the U.S. ______________ (**3.** attend) virtual schools, and more corporations ______________ (**4.** use) e-Learning platforms for meetings and training sessions.

Moreover, rapid developments in robotics and A.I. (Artificial Intelligence) will mean that soon we will all be able to study or work remotely from the comforts of our home: We will send our robot to school or the office instead. By 2025, it is quite possible that some households will own a robot to carry out 'porter' style tasks, such as delivering and carrying packages. By 2030, experts believe that robotics ______________ (**5.** develop) so significantly that smart robots will be capable of performing autonomously, and make 'common-sense' decisions. By 2050, some scientists believe that smart robots ______________ (**6.** reached) such a high level of intelligence that they will be able to provide emotional care and companionship to the elderly and sick...

M Answer the questions about the text.

1. What will have happened by 2025?

____

____

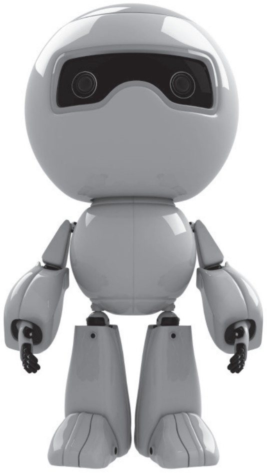
____

2. Would you buy a smart robot? Why? Why not?

____

____

____



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N Complete the conversation using the correct form of ***used to, be used to, would, was/were going to***.

Tom: Can I talk to you about a problem I'm struggling with?

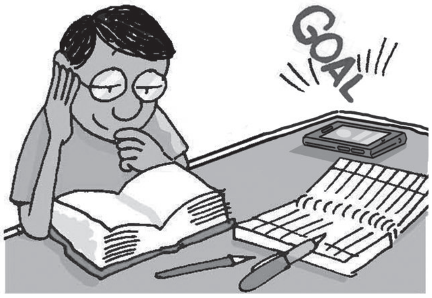
Jim: Sure. What's going on?

Tom: My brother isn't doing very well in his history class. He ________________ (**1.** be) a really hardworking student and he ________________ (**2.** always/listen) to the teacher. But lately he has become distracted. Anyway, he has asked me to write his history report for him. I ________________ (**3.** not/go) but I now think that maybe I should. He is my brother after all.

Jim: I don't know. It seems kind of dishonest to me. If your brother ________________ (**4.** be) such a good student, why can't he write his own report?

Tom: Well, he really wants to join the school football team and he hasn't been concentrating on his studies. I've written a few papers for him over the last few months ...

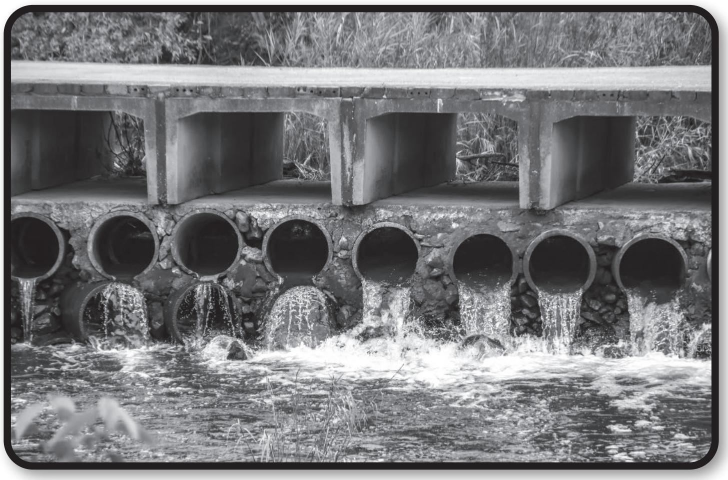
Jim: Oh no, Tom! That's terrible! You should stop writing those papers.



Tom: I know, but I want my brother to do well in school. Mom and Dad ________________ (**5.** be/use) him getting great grades and they will be so disappointed if he fails. If I help him, he will get a better grade in history. Also, he promised that he will do all my chores for the next month, if I write the paper for him...

O Write a similar conversation between you and your best friend about the situation below. Write your conversation in your notebook. Use ***used to, be used to, would*** and ***was going to.***

You are a writer for your school newspaper. You're working on an article about a local water pollution problem. You think that the pollution is from a factory that dumps chemicals into the river, but you aren't 100 percent sure. The pollution might not come from this factory. Some people are organizing a protest march in front of the factory. They want you to support them and to write a story about how bad the situation is. What will you do?



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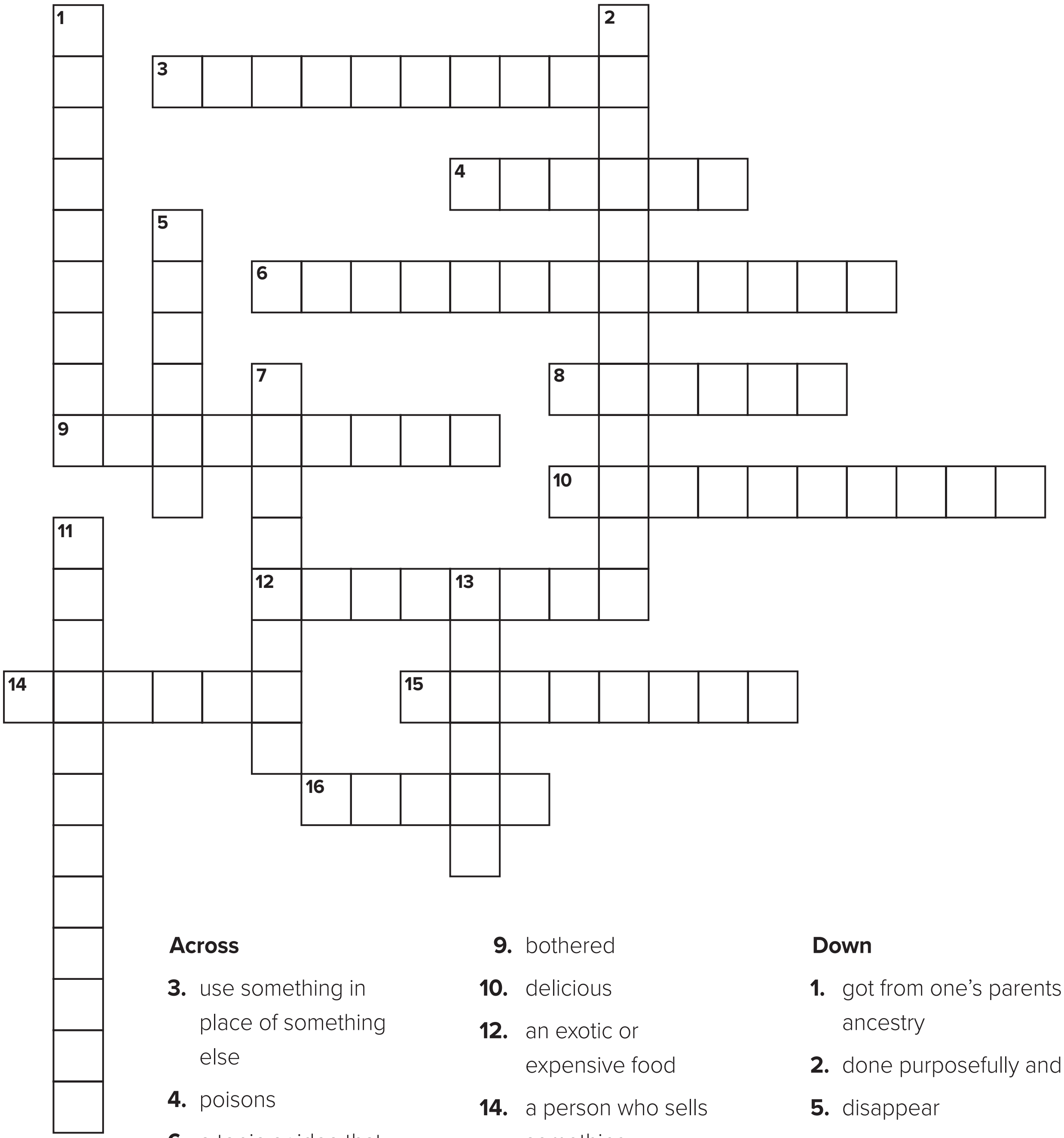
A Complete the crossword puzzle. Use words from Units 10–12.



Across

3. use something in place of something else

4. poisons

6. a topic or idea that people disagree about

8. something that comes from the sea or ocean

9. bothered

10. delicious

12. an exotic or expensive food

14. a person who sells something

15. the length of time that something lasts

16. the scent of something; odor

Down

1. got from one's parents or ancestry

2. done purposefully and carefully

5. disappear

7. a big problem or dilemma

11. an animal that has been tamed

13. of bad quality; not good (an informal word)

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EXPANSION Units 10–12

B Complete the sentences with the phrasal verbs and objects.

I just ___came from the store___ (come from / the store).

1. Janet ________________ (look down on / people) who eat fast food.
2. Let's try to ________________ (figure out / it) together.
3. I would like to ________________ (talk over / the problem).
4. I will ________________ (take care of / him) while you're away.
5. Let's try to ________________ (burn off / that big meal) by walking home.
6. We haven't ________________ (run into / her) in a long time.
7. I can't ________________ (figure out / him).
8. Will you ________________ (take out / the butter)?
9. Did you ________________ (throw out / it)?
10. I ________________ (run into / them) yesterday afternoon at the mall.

C Change the sentences from active to passive.

You shouldn't serve raw eggs.

Eggs shouldn't be served raw.

1. People must store milk in the refrigerator.

____

2. You can make yogurt at home.

____

3. People should not eat unwashed fruit.

____

4. You don't have to fry meats in oil.

____

5. People may keep butter out of the refrigerator for a few days.

____

6. You should serve the doughnuts with coffee or orange juice.

____

7. You shouldn't eat ice cream every day.

____

8. People can drink soy milk as a substitute for milk

____

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EXPANSION Units 10–12

D Complete the sentences with your own information. Use an appropriate conditional form.

If I saw someone shoplifting, ___I would call the police___.

If I had seen my best friend being rude to the teacher, ___I would have been upset___.

1. If I heard gossip about a friend, ____________________.
2. If I had been born 100 years ago, ____________________.
3. If I found fifty riyals in the classroom, ____________________.
4. If I could be any animal, ____________________.
5. If I had seen the robbery, ____________________.
6. If I knew someone was cheating on a test, ____________________.
7. If I hadn't worn these shoes today, ____________________.
8. If I hadn't forgotten, ____________________.
9. If I were ____________________.
10. If I had ____________________.

E Correct the error in each sentence.

If you had called me, I would ~~answer~~ have answered.

1. If I be you, I would study for the exam.
2. Moral decisions must make carefully.
3. If I could be the president of this country, I help the poor people.
4. I threw away it yesterday because it was old.
5. Exotic pets should be train before they live around people.
6. Ahmed came the flu down with on Sunday.
7. If he hadn't get married so young, he could have traveled the world.
8. She's smiling as though she win a million dollars.
9. McDonald's restaurants can found all over the world.
10. I came an interesting book across yesterday.

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EXPANSION Units 10–12

F **A.** Fill in the blanks with the correct words. Make changes to the form when necessary.

substance	**refer**	**nutrition**	**destroy**	**yield**	**notice**	**test**	**demonstrate**

Penicillin was originally (**1**) ________________ by a French medical student in 1896 and rediscovered by bacteriologist Alexander Fleming in London, in 1928. Fleming observed that colonies of bacteria adjacent to a blue-green mold in a culture were being (**2**) ________________ by the mold.
He (**3**) ________________ the mold by producing it in a pure culture and confirmed that it produced a substance that killed a number of bacteria. Having named the (**4**) ________________ penicillin, Dr. Fleming published the results of his research, pointing out that mass production of penicillin could have therapeutic value.

Penicillin's ability to kill infectious bacteria was not (**5**) ________________ until 1939, when Dr. Florey and his colleagues began intensive research at Oxford University. They had to turn to the United States for help during the Second World War as resources in Britain and Europe had been depleted.
They were (**6**) ________________ to the Peoria lab, where scientists were already working on fungal cultures.

By 1941, Andrew J. Moyer, who specialized in the (**7**) ________________ of molds, found a way to increase the (**8**) ________________ of penicillin ten times. Clinical trials, in 1943, proved that penicillin was the most effective antibacterial agent to date. Production was increased to make sure it was available to treat wounded soldiers.

Four years after mass production began, it was discovered that microbes had developed a resistance to penicillin, so the production of different types of antibiotics was necessary.

B. Read the article and write what happened on the following dates. Use passive sentences.

1896 ____

1928 ____

1939 ____

1941 ____

1943 ____

Why is it necessary for pharmaceutical companies to produce new antibiotics?

____

Why are people advised not to abuse the use of antibiotics? What are the consequences when that happens?

____

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G Study the picture. Write idioms with the word ***mind*** that could describe what is happening. Then write sentences to describe the picture using some of the idioms.

Idioms

1. ______________________________

2. ______________________________

3. ______________________________

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H WRITING

Write an essay about a new medicine. It can be a medicine that is now being given to patients or one that is still in development. Explain the medicine, what it's used for, and whether you think it's a good idea or not, and why.

1. Decide what topic you want to write about.
2. Use two or three sources from the library or Internet to find information about it. Use the note-taking chart to keep track of your sources and the information you find in each.

Source	Notes

3. Now use your notes to write your essay.

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Writing Skills 1

Capitalization

Rules for using capital letters are often different in English from the rules for using them in your own language, so it's important to check your written work for mistakes after you finish. Review the rules below and then complete the exercises.

1. Always use capitals at the beginning of sentences and quotations.
2. Use capitals for the names of cities, countries, rivers, lakes, mountains, universities, etc.
3. Use capitals for the days of the week and months of the year, but don't use them for the seasons.
4. Most jobs don't need capitals.
5. Use capitals for every word in titles, except for articles, conjunctions, and prepositions, unless they are the first word.
6. Use capitals for the names of organizations, but not for their products.
7. Use capitals for nationalities, languages, and religions.
8. Use capitals for family words when they appear alone or followed by a name, but don't use them when the word has a possessive pronoun or an article before it.
9. Use capitals for the names of holidays and historical events.
10. Don't use capitals for school subjects unless they are the name of a language.

A. Read the sentences and write the number(s) of the rule(s) each one illustrates.

1. She cried, "Look out!" ___1___
2. The United States celebrates Independence Day on July 4th. ______
3. My father is a lawyer. ______
4. My favorite vacation was when my parents took us to Lake Como in Italy. ______
5. Harry used to work for Microsoft, but then he decided to become a teacher. ______
6. They graduated one Wednesday in the fall. ______
7. Uncle Dan majored in French and Latin. ______
8. Steve Queen will be talking about his new book, *Out in the Cold*. ______

B. Look at the sentences and decide if the use of capital letters in each one is correct or incorrect. If the use is incorrect, change it.

1. I was born in Brooklyn, New York.
2. How long have you been studying english?
3. Have you read *20,000 leagues under the sea*?
4. My favorite season is spring.
5. Faisal wants to be a Doctor when he's older.
6. Paul turned and asked, "what time does the game start?"
7. Tony thinks he's very clever because he studied at harvard university.
8. Roy and Colin are really excited because they're going skiing in december.

C. Rewrite the sentences using capital letters correctly.

1. my father was born in london on october 16, 1967.
2. veronica can speak russian, french, spanish, english, and italian.
3. gregor fischer, the famous french writer, has just published his new novel *wind in the trees*.
4. i really don't like mondays and wednesdays, because we have math, spanish, and biology.
5. ahmed yawned and said, "there's nothing better in life than a quiet friday at home."

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Writing Skills 2

Error Correction: Unnecessary Words

When checking your work, you need to think carefully not only about whether or not words are missing, but also if some words are unnecessary, either grammatically or because they are repeating something you've already said. Look at the guide below to help you.

1. the: ***The*** is commonly included by accident when you are translating from your own language. Remember, for example, that English doesn't use ***the*** before nouns when talking about things in general, or when talking about abstract nouns.

I don't think students should be given more homework.
Unemployment is one of the biggest problems in the developed world.

2. Prepositions: Sometimes a word in your native language needs a preposition before or after it, but in English it may be unnecessary. Think carefully—are you writing in English or simply translating?

I went home at six o'clock. (**NOT:** I went to home at six o'clock.)

3. and: Although it is not grammatically incorrect, we do not usually include ***and*** in lists until before the final item.

I went shopping and bought a suit, three shirts, a pair of shoes, and a tie.

4. Words that have the same meaning: Be careful not to repeat yourself by using words that have the same meaning. For example, something can be big or large, but saying *A big, large tiger* sounds very strange, because it repeats the same concept.

5. Contractions: Don't repeat words that are already present in contractions.

Jack's been to Kenya. (**NOT:** Jack's has been to Kenya.)

6. Personal pronouns: Don't use personal pronouns if you've already used a name in the same clause.

Lindsay lives in Mexico. (**NOT**: Lindsay she lives in Mexico.)

A. Read the sentences and write the number(s) of the rule(s) each one illustrates. Correct the mistake(s) in each sentence.

1. Donna Keeley she likes reading the books and the poetry. ________
2. Can you ask to the waiter for the check? ________
3. Although he is very clever intelligent, Ali failed to his math test. ________
4. I normally get to the work at eight in the morning and go for the lunch at twelve. ________
5. Could you lend to me five dollars, please? ________
6. I'm very really interested in the ancient history. ________
7. Even though they threatened to him, he refused not to tell them the secret. ________
8. The violence is never an answer to the problems. ________
9. My brother he lives in Washington, D.C. ________
10. We're are looking forward to seeing you the next week. ________

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Writing Skills 3

Punctuation 1

Although your language may use the same punctuation symbols as English, it is important to realize that English may have different rules for using them. Punctuation in English can affect meaning, and poorly punctuated writing is very difficult for the reader to understand.

1. Periods: Use a period after statements and commands.

I've decided to change jobs. Make me a cup of coffee, please.

2. Question marks: Use a question mark after, but never before, questions. Don't use one after reported questions, use a period instead.

"Have you got any change?" "What time is it?" she asked.
She asked me what time it was.

3. Exclamation points: Use after surprising pieces of information and exclamatory phrases or sentences.

I got a promotion! Oh, stop it! No way!

4. Quotation marks: Use quotation marks at the beginning and the end of direct speech. Other punctuation usually goes before the end of the quotation marks. Quotation marks are also often used to show the title of articles, poems, stories, etc.

Mark said, "I really don't think you want to do that."
Have you ever read "The Road Not Taken" by Robert Frost?

5. Apostrophes: Use apostrophes in contractions and in the formation of possessives.

Please don't do that. He's so smart it's unbelievable.
Have you seen Tom's new car? Mike's apartment is very spacious.

A. Look at the sentences below and include the correct punctuation marks (commas and capital letters are already given).

1. Well arrive at about half past seven
2. Its raining What are we going to do
3. He asked me what time the banks closed I said I didnt know
4. Dont touch that iron Youll burn yourself
5. Have you met Mohammeds cousin, Adel
6. Aisha turned to Mona and said, I'm sorry, but I still dont know what you mean
7. Hes written a new poem called Seasons
8. Can you give me a call in the morning he asked You know how bad I am at waking up early

B. Decide if the punctuation in the following sentences is correct. If it's incorrect, change it.

1. I have to go to school and speak to my children's teacher.
2. "Would you like him to call you back"? she asked.
3. The horse lifted it's head and looked at us.
4. We've invited the Harrison's to dinner.
5. "Leave me alone!" Tom screamed, "Nobody here understands me."
6. I'm reading an interesting article called "Safer Internet."

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Writing Skills 4

Punctuation 2

The comma has various uses in English, often helping to divide various pieces of information that appear in the same sentence.

Use commas:

- **to separate items in a list**
  We went to Spain, France, Italy, and Greece on vacation.
- **after *yes* and *no* in answers**
  Yes, I did. No, I haven't seen him recently.
- **before conjunctions (e.g., *and, but, so*) that separate two clauses**
  He didn't like living in Washington, but he didn't want to leave his job.
- **to separate names of people in direct address**
  How very nice to see you again, Mr. Smith.
- **after transitional expressions (e.g., for *example, however, furthermore*)**
  Successful products today are truly international. For example, Microsoft programs are recognized all over the world.
- **to separate adjectives that modify the noun separately**
  Gerry was tall, athletic, and very clever.
- **to separate quotation marks for direct speech from the rest of the sentence**
  "I'm bored," Tim said. "When are we going to do something different?"
- **to separate clauses**
  As soon as I get to the office, I'll send you the report.
- **to separate non-defining clauses from the rest of the sentence**
  Tony Wakefield, who came to Mexico in 2009, is a director.
- **to separate interjections**
  I am, by the way, also going to Chicago.

Don't use commas:

→ **when the conjunction does not separate two independent clauses**
I want to get married and have children.

→ **for names when it is not direct address**
I spoke to Dr. Franklin and he said that it was no problem.

→ **for defining relative clauses**
That's the man who stole my car!

A. Insert commas in the appropriate places in the sentences below.

1. What do you think John?
2. If I had a million dollars I'd buy a house on the coast.
3. It was very hot in the sun so we moved our chairs into the shade.
4. "I really don't think that that's fair" he said "You hardly know me."
5. Mr. Wassermann who was born in Germany has taught at the school for the last twenty years.
6. For breakfast this morning I had yogurt peaches toast and coffee.
7. I've had these books for over a year. However I only started reading them last month.
8. Yes I know what you mean but I really don't agree!
9. When you get to the hotel can you give me a call?

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Speaking Skills 1

Requests, Offers, Refusals, and Saying *Thank You*

Asking people to do things and offering to do things for other people are things we do regularly in spoken English. Nonetheless, choosing the right words can be difficult because we don't want to offend the other person. Study the chart below for appropriate expressions.

Requests	I wonder if you'd mind… Could you possibly…? Would you mind if I (past simple)…? Would you mind *verb* + *-ing*…? Could you…? Can you…?
Offers	I'll… Would you like me to…?
Refusals	Thank you, but there's no need. Sorry, but I'm not really interested. Sorry, but that won't be possible. Sorry, but I'd really rather not. No, thank you.
Saying thank you	Thank you so much. Thank you very much. Thanks. That was very thoughtful of you.

A. Work with a partner. Role-play conversations based on the following situations.

1. Offer to give a friend a ride to the shopping mall.
2. Someone comes to the door and wants to sell you something. You don't want it.
3. Someone stops you on the street and asks you to answer some questions for a market research survey. You don't want to do it.
4. Your friend's cousin is coming to visit your town from New York. Offer to meet him/her for lunch one day and go sightseeing.
5. You are on a long bus journey. The person next to you has finished reading his/her magazine. Ask if you can read it.
6. You are on vacation in the U.S. You are not sure what time your bus leaves. Ask someone at the station to help you.
7. You have just won a prize in an essay contest. You have to make a speech and you would like to thank your friends and parents.
8. Explain to the appropriate person that you need to take time off from work or school to go to the dentist.
9. You need to ask your friend to lend you some money.
10. Your grandfather gives you a watch for your graduation. It's the one that you've always wanted.
11. You see an old woman struggling to carry a box. Offer to carry it for her.
12. You'd like to borrow your older brother's laptop for the day.

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Speaking Skills 2

Discussions

Look at the chart for ways to express your opinion, say whether you agree or disagree, and clarify ideas.

Expressing your opinion	As far as I'm concerned… From my point of view… I think/feel/believe that… I've always thought/felt/believed that… In my opinion…
Agreeing	I agree with… I couldn't agree more. I think that you've got a very good point there. I think that's right.
Disagreeing	Actually, I don't think that's right. I disagree. I don't agree. I see your point, but… I'm sorry, but I just can't agree with that.
Clarifying ideas	Another way of putting it, is to say that… Could you possibly explain what you mean by that? Do you mean that…? So if I understand you correctly, you mean… What do you mean by that? What I mean is…

A. Work with a partner. Look at the following statements and discuss each one. One of you should agree with the statement and the other should disagree. Try to discuss each topic for as long as possible. Use the phrases in the chart above when appropriate.

- Smoking should be banned all over the world.
- All children should have to attend school until they are eighteen years old.
- Cell phones should be banned in restaurants and other public places.
- Learning English isn't as important as people think it is.
- Nobody should have to pay for health care.
- Wild animals shouldn't be kept in zoos.
- Texting and talking on phones while driving should be illegal.
- Studying grammar is more important than practicing speaking skills.
- Twenty-one should be the legal driving age around the world.
- The government should pay for college or university education.

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Speaking Skills 3

Sounding Natural

When you speak in English, it's important to try to sound as natural as possible. Ways of making your English sound natural include fillers, which are words and phrases that don't really mean anything, but which speakers often use to open a sentence or give them a little extra time to think. Other ways of sounding natural are to take turns in a conversation instead of dominating it, and to make sounds which show that you're interested in what the other person is saying.

Fillers	Uhmm... Well... Right... You know... I mean... OK...
Take turns	What do you think? What about you? And you? Do you agree or...?
Showing signs of interest	Really? Oh, yes. Uh-huh. Is that right?

A. Complete the conversation with appropriate phrases from the box.

Ali: ___________, I think the first thing we need to do is decide when we're going on vacation. ___________, if we don't decide soon, we won't be able to make a reservation.

Fahd: ___________.

Ali: So, I have, ___________, five vacation days left.

Fahd: ___________? I thought you only had four.

Ali: No, no. I have five, and you have five too, don't you?

Fahd: Yeah. ___________, I'd like to go to Malaysia again and go to the beach. ___________?

Ali: ___________, I think I'd like that too. We could go back to that hotel on the beach, ___________, The Big Blue.

Fahd: Great! Let's make a reservation.

B. Practice conversations with your partner on the following topics. Make sure you take turns and show interest in what one another is saying.

- Planning a graduation ceremony for your class
- Your favorite TV show
- Your favorite time of the year
- Your career plans
- The best cell phone to buy

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Speaking Skills 4

PowerPoint and Poster Presentations

When preparing a presentation, it is important to bear in mind the audience and the time available for the presentation. Most people tend to try and pack too much information into a short time. However, the key is to be selective, and present things that the audience is going to be interested in or intrigued by.

Preparation	• Brainstorm ideas on the subject and make notes or audio record. • Research and collect information from different sources. • Select the items of information that you would like to present and make notes about them, using your own words.
PowerPoint presentation	• Use sheets of paper to make rough sketches of how you want to present your subject. • Use one sheet for each PowerPoint slide. Limit bullet points to about 4 or 5 items. • Include photos or drawings. • Use smaller cards for your personal notes with more information about what you plan to say to your audience. • When you use your computer, you can transfer your notes to the space provided on each PowerPoint slide, which only you can see (not the audience). • Use your sheets to practice/rehearse your presentation. • If you are working in groups, share the sections of the presentation and the number of slides out equally, so that each member of the group will present/speak for approximately the same amount of time.
Poster Presentation	• Cut out different-sized pieces of paper for your text or bullet points. • Cut out photos from publications or print them out. • Try out different layouts on a large sheet of paper or cardboard to decide how you are going to compose your poster, what colors you are going to use, font size or handwriting, shapes, etc. Stick things in place temporarily, using tape that can be removed easily without damaging the paper or cardboard. • Hold up your poster or put it up on the wall/board to check that it is not too crowded and that texts and photos are clearly visible. Make any changes you think are necessary before finally sticking things into place. • If you are working in groups, share out sections of your presentation equally.

A. Work with a partner. Choose a topic, e.g. a sport like the ones you have read about or are familiar with, an activity, a place, or an object/device. Choose no more than 5 points to present with one or two photos/visuals. Present the topic to your partner. Comment on and evaluate each other's presentation.

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